NO80-630 ERIC REPORT RESUME

ED 010 016 9-02-66 08 (REV)
CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION HELD AT AIRLIE HOUSE, WARRENTON, VIRGINIA, DECEMBER 12-15, 1965.
MCDANIELS, CARL, ED.
FDT17388 GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
BR-5-1208
- -66 OEC-6-85-035
EDRS PRICE MF-$0.36 HC-$8.00 200 P.

*CONFERENCES, *VOCATIONAL COUNSELING, *VOCATIONAL INTERESTS, *GUIDANCE COUNSELING, *COUNSELING PROGRAMS, EDUCATIONAL GUIDANCE, VOCATIONAL EDUCATION, COUNSELING, COUNSELORS, COUNSELOR TRAINING, WASHINGTON, D.C.,

BACKGROUND PAPERS AT THE CONFERENCE INCLUDED--(1) 'NEEDED COUNSELOR COMPETENCIES IN VOCATIONAL ASPECTS OF COUNSELING AND GUIDANCE,' BY K. B. HOYT, (2) 'SURVEY OF CURRENT TRAINING APPROACHES, FORMAT MATERIALS, AND CURRICULUM CONTENT IN VOCATION ASPECTS OF COUNSELOR EDUCATION,' BY R. W. STROWIG AND P. A. PERRONE, (3) 'RESEARCH IN VOCATIONAL DEVELOPMENT--IMPLICATIONS FOR THE VOCATIONAL ASPECTS OF COUNSELOR EDUCATION,' BY H. BOROW, (4) 'SOME PROPOSED NEW DEVELOPMENTS IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION,' BY J. W. LOUGHARY, AND (5) 'MANPOWER LEGISLATION OF THE SIXTIES--A THREAT AND A PROMISE,' BY T. J. COTE. THE THREE WORKING GROUPS OF THE CONFERENCE ALSO COMPILED REPORTS. GROUP I CAME UP WITH ABOUT 40 GUIDELINES BASED ON 11 AREAS OF COMPETENCIES FOR CURRICULAR SUPPLEMENTATION. MOST OF THESE SUGGESTIONS ARE READY FOR PROMPT FIELD TRYOUT. THE CONSENSUS OF GROUP II CENTERED AROUND A MUCH GREATER INVOLVEMENT AND RESPONSIBILITY ON THE PART OF THE COUNSELOR IN THE ENTIRE PROCESS OF EDUCATIONAL-VOCATIONAL PLANNING WITH SPECIAL NEEDS IN INTERPRETING EDUCATION-TRAINING OPPORTUNITIES IN VARIOUS NONDEGREE PROGRAMS. GROUP III POINTED OUT ABOUT 20 AREAS OF POSSIBLE RESEARCH NEEDED, RANGING FROM TEACHING COUNSELORS IN THEIR TRAINING PROGRAMS HOW TO USE COMPLEX INFORMATION SYSTEMS DEVICES TO SUGGESTED PLANS FOR MEASUREMENT OF VARIOUS UNIVERSITY TRAINING METHODS AND TECHNIQUES. (GC)

ED010016

5-1208

VOCATIONAL ASPECTS OF COUNSELOR EDUCATION

Carl McDaniels, Editor

THE
GEORGE
WASHINGTON
UNIVERSITY

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

A REPORT OF A CONFERENCE • DECEMBER 12-15, 1965
Airlie House • Warrenton, Virginia

Sponsored by The George Washington University • Washington, D.C.

CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION.

A Report of a Conference

DECEMBER 12 - 15, 1965

held at

AIRLIE HOUSE, WARRENTON, VIRGINIA

Edited by

Carl McDaniels, Project Director
The George Washington University

The Conference is sponsored in part by a contract with the U.S. Office of Education, under provisions of Section 4 (c) of The Vocational Education Act of 1963. Contract OE-6-85-035

ACKNOWLEDGEMENT

A Conference of this sort really calls for the cooperation and involvement of so many people that it is quite difficult to give adequate credit to all who deserve it. For this particular Conference special words of appreciation need to go to several individuals and groups:

The Advisory Committee which was of special help in the initial stages of the Conference deserve great praise in terms of their diligent and effective work. They gave assistance in the refinement of content of background papers, development of work groups, topics, and assignment of writers, as well as the necessary considerations of conference time, location and format. The Advisory Committee consisted of:

Sar Levitan, W. E. Upjohn Institute for Employment Research
George A. Arnstein, National Education Association
Hubert Houghton, U. S. Office of Education

The writers of the background papers are also in line for praise. They turned out careful work with an extremely short deadline. They addressed themselves with great diligence to especially difficult topics and managed to make their work available to all participants in advance of the opening of the Conference.

To the Conference Chairman, Eli Cohen, a word of thanks for his ability to make the transitions necessary during the general sessions, to handle with efficiency the general sessions and to move smoothly through the various aspects of the Conference which meant clarity and certainty for all those in attendance. Thanks also goes to Hubert Houghton who served as Conference Chairman during the final session when it was impossible for Mr. Cohen to be present.

To the work group chairmen and conference participants goes appreciation specifically for the kind of attention they gave to their assignment at the Conference. Working in groups, as they did, of seven to nine, meant intense discussion with spirited feelings on many issues. They resolved these as best they could and came out with excellent reports.

The professional staff members in the U. S. Office of Education, likewise gave encouragement and support for the work of the Conference both in initial planning and development stages as well as during the actual Conference. Special thanks in this regard must go to Frieda Denenmark who served as Project Officer on the contracts.

Thanks also go to some of my colleagues on the staff of The George Washington University who aided and abetted in the carrying out of this project. Donna Koltes who served as Conference Secretary and Gerrit TenBrink both in the College of General Studies have worked long and hard on this project. An acknowledgement of appreciation should likewise be stated to Dr. F. N. Hamblin, Dean of the School of Education, and Dr. Robert W. Eller, Assistant Dean (Special Projects), the College of General Studies, for their general administrative support.

Carl McDaniels
Project Director
February, 1966

TABLE OF CONTENTS

PAGE

CONFERENCE SUMMARY. 1

BACKGROUND PAPERS 8

"Needed Counselor Competencies In Vocational Aspects of Counseling and Guidance" 9

Kenneth B. Hoyt
Professor of Education
University of Iowa

"Survey of Current Training Approaches, Format Materials, and Curriculum Content In Vocational Aspects of Counselor Education" 35

R. Wray Strowig and Philip A. Perrone
The University of Wisconsin

"Research In Vocational Development: Implications for the Vocational Aspects of Counselor Education". 70

Henry Borow
University of Minnesota

"Some Proposed New Developments In Vocational Aspects of Counselor Education" 93

John W. Loughary
University of Oregon

"Manpower Legislation of the Sixties A Threat and A Promise" 115

Theodore J. Cote
Director of Professional Services
Division of Vocational Education
New Jersey State Department of Education

WORK GROUP REPORTS 139

Guidelines for Curricula Supplementation In Vocational Aspects of Counselor Education 140

Chairman: R. Wray Strowig
Work Group I

PAGE

Expected Changes in Vocational Aspects of Counseling 164

Chairman: Kenneth Hoyt
Work Group II

Needed Research in Vocational Aspects of Counselor Education 176

Chairman: Henry Borow
Work Group III

APPENDIX A. Participants 187

APPENDIX B. Work Group Assignments 191

APPENDIX C. Conference Schedule 193

CONFERENCE SUMMARY

The task of summarizing a conference is a difficult one. Much of what happens in a conference is in the spirit and feeling of the personal encounter that takes place, the discussion -- between sessions, at mealtime, during walks about the grounds at a place like Airlie House -- and conversations that go long into the night after evening meetings are over. These important personal outcomes do not lend themselves to summarization. They are in the minds and thoughts of those who attend conferences, sometimes they are reflected in the actions of a person in his work at a university, in a city school system, or in a state department of education. Other of the personal outcomes will be reflected in the writing, the plans, and the programs of those in attendance. These things cannot fully be recountered or recaptured in this kind of a summary.

A summary, even though it cannot touch on these things, can bring out without harming the thoughts that are stated in formal reports or in papers presented some of the salient items that seem to bob and weave throughout the Conference especially in discussion groups and in general sessions.

Background Papers

The background papers for this Conference speak for themselves. They represent the views of the writers on topics selected by the Project Director and further refined by the Advisory Committee. There is a wealth of information contained in these papers -- much food for thought and ample material for numerous studies which can be pursued at various educational levels.

The paper by R. Wray Strowig and Philip A. Perrone pulls together, in perhaps the best fashion to date, some of the facts relating to how present training programs treat vocational aspects of counselor education. This is for the most part new material. Many hunches were evident before but only now do we have a factual study to go on.

The paper by Kenneth Hoyt spells out with crystal clearness the writer's views on what competencies counselors must have in vocational aspects of their work. Much of Hoyt's penetrating analysis of the situation calls for a new and broader commitment on the part of counselors.

Henry Borow's paper on research makes a comprehensive "tour de force" of studies related to vocational development. Borow leaves few stones unturned in analyzing the many involvements that counselor education programs must have in order to adequately deal with some of the questions of vocational development as related to counselor education programs.

The work of John W. Loughary results in some forecasts of new channels that counselor education programs may follow in the future. He elaborates in considerable detail on several specific ideas that appear now in a good deal of experimental work and may very well be at the heart of program development in the next five to ten years.

The paper by Theodore Cote opens up many new doors with the writer's observation of the great challenges in the Manpower legislation of the 1960's for vocational education and counseling programs.

The papers, then, should prove to be a landmark in this area of vocational aspects of counselor education. As one participant remarked during the Conference, "Progress has been made regardless of other conference outcomes because the background papers represent a substancial contribution to the counselor education literature". The background papers provided the basis for thought and reflection prior to the Conference and proved to be excellent points of departure for the participants in terms of the topics to which they addressed themselves for three days. The ideas presented by these men in the papers are now ready to be discussed and refined in the practical everyday work of counselor education. They were meant to suggest a plan of action and possible new directions. They were not meant to be academic exercises doomed to gather dust in some library cornor. In short, the papers merit a careful reading with consideration of both their immediate and long-range implications for change in the fields of vocational education and counseling.

Work Group Reports

What happens when eight or nine people, possibly strangers, or at best casual, professional acquaintances sit down over three days and try to hammer out a report on a subject perhaps not necessarily of their own choosing? One might expect mixed results. Fortunately, this did not happen at the Conference on Vocational Aspects of Counselor Education. The results of the deliberation of the three work groups turned out remarkably well. The members of the group faced their assignment with diligence, struggling across lines of the various disciplines of sociology, economics, psychology, vocational education and counseling, for meaningful statements on the topics. The pressures of time did not permit discussion as full and as complete as all would have desired yet it did provide an opportunity for exploring many new ideas which had not been deliberated upon in like fashion before. There was an airing of viewpoints in some cases where there was not universal agreement within the work group or within the total conference when work group reports were presented. The reports do, however, represent the fairest estimate of what the three groups decided upon with some refinement and clarification added by work group chairmen where it was felt such revision material was needed and in keeping with the spirit of view presented in the three days of discussion.

The work group reports, like the background papers, stand by themselves. There are some far reaching generalizations in the reports, some specific calls for new action projects and some clear proposals for needed research. All three groups spent considerable time defining the important matter of counselor competency or behavior and the thread of this weaves throughout the reports. Although the wording is somewhat different in each group there is general agreement, it would seem, on the definitions of what the counselors competencies ought to be. There is a range of opinion on exactly how and where counselor education programs can best prepare him with these competencies.

Work Group I addressed itself to the matter of curricula supplementation in counselor education. This group came up with some forty guidelines based on 11 areas of needed competencies. This number would seem to be more than enough to keep summer institutes, short and long term sessions busy at the university, state, and local levels for some time. Many of the ideas contained in this work group report are quite new. Others are refinements or revisions of existing practices relating to vocational aspects of counselor education. Most of the suggestions are ready for prompt field tryout.

Work Group II wrestled with the intensely complex issue of counselor competency or behavior. It provided to be a challenging assignment because there were several diverse points of view representing different disciplines in the group. The consensus of the group centered around a much greater involvement and responsibility on the part of the counselor in the entire process of educational vocational planning with special needs to be more effective in interpreting education -- training opportunities in various non-degree programs. The group also felt that counselors must be much more active in the education setting by becoming agents of change. The degree to which this should take place, though, was not agreed upon by the work group.

Work Group III dealt with needed research in vocational aspects of counselor education. They did yoeman work in pointing out some twenty areas of possible research needed. These ideas ranged all the way from teaching counselors in their training programs how to use complex information systems devices to suggested plans for the measurement of various university training methods and techniques.

Final Considerations

There were some conference themes which do not appear in papers or reports that seem worthy of mention in this summary. These ideas came up repeatedly in the general sessions and in the work groups. They can be stated in five general points.

1. There was a general expression of need to have additional opportunities for further discussions with people from other fields that related to interest in the general area of counselor education, such as economic sociology, psychology, anthropology and vocational education. It was felt that discussions of this type could provide a beginning link to a broader basis for all counselor education programs and in particular the vocational aspects of counselor education.

2. There seemed to be an area of concern on the need to bring closer cooperation among existing counselor education activities. In this regard there seemed to be agreement that the university, the state education agency, and the local education agency and others needed to work much more closely in terms of the total developmental pattern of counselor education at ALL levels. It was the view of many participants that this work is simply too much to assign to a university counselor education program. Rather, it be a part of a broader commitment to counselor education at all responsible levels.

3. There was great concern over the meaning and place of work in our society and how the relative importance of work will affect vocational education activities over the next ten to twenty years. This discussion of this problem was centered around concern over the place of automation both now and in the future and implications of continuing reduced work week for white collar workers as well as blue collar workers. The uncertainity of these problem areas make long term change difficult in vocational education and counselor education.

4. There seemed to be uniform feelings that counselors at all education levels need more field experiences, relating especially to local and regional work and training opportunities. In addition, these field experiences should bring them into closer contact with community and state agencies of all types. These experiences should emphasize involvements with the state employment service and other service type agencies. Contacts were also called for with new federal and state and local programs such as those implemented under the Manpower Development and Training Act of 1962, The Vocational Education Act of 1963, The Economic Opportunity Act of 1964 and other similar programs.

5. There was great concern over the effective use of existing educational-occupational information. It was felt on the part of many of the participants that counselor education programs should emphasize the utilization of information that is available now rather than necessarily having to seek new ways and new information to make available to students.

This summary is the view of the Project Director. It may or may not be the universally held position of any or all of the conference participants. Each participant did agree that much greater attention needs to be given to Vocational Aspects of Counselor Education. They also expressed agreement that there is some urgency to the matter. It is hoped that the ideas contained in this report can be tried out as early as the summer of 1966 and certainly by the school year 1966-67. The time for meditation and discussion is behind us -- now is the time for action and refinement.

BACKGROUND PAPERS

Needed Counselor Competencies In Vocational Aspects Of Counseling and Guidance

Kenneth B. Hoyt
Professor of Education
University of Iowa

Introduction

What skills, knowledges, and attitudes do school counselors need to possess in order to effectively perform the vocational guidance function? That is the basic question implied in the title of this paper. Here, an attempt will be made to provide an answer to this question which will hopefully hold action implications for counselor educators, guidance supervisors, and practicing school counselors.

The probabilities of making productive pronouncements with respect to a value laden problem such as this appear slight. In the first place, there is far from universal agreement among counselor educators with respect to any need for special counselor competencies in vocational aspects of guidance and counseling. Second, it would be both fallacious and foolish to pretend that all practicing school counselors need competencies in this area in order to function effectively in their positions. Third, to concentrate attention as is done here on competencies needed by school counselors ignores the more general - and, in many ways, more pressing - question currently facing counselor education with respect to competencies needed by all counselors regardless of the setting in which they function. Finally, the equally important problem of levels of counselor competency is also ignored when a generalized answer to this question is formulated. In hopes of raising probabilities for productivity, brief comments with respect to each of these four problems appear to be in order here.

It is certainly true that many of the competencies prerequisite for success in vocational aspects of guidance and counseling are just as essential to success in other aspects of the counselor's work. No attempt will be made here to isolate or identify certain competencies as though each applied only to vocational guidance aspects. This is true in spite of the fact that some do. That the school counselor's job is much broader than vocational guidance is readily apparent to all. To recognize that this is so in no way invalidates the assertion that vocational aspects of counseling and guidance represent a major area of concern and responsibility for the school counselor. It will be treated as such here.

Similarly, only minimal thought is required to recognize that no one can legitimately speak of needed counselor competencies as though they applied or should apply to all practicing school counselors. Specialization in counselor job function has always been more pronounced than specialization in counselor education programs. One cannot help but wonder why some who belong to this movement (predicated on the basis of individual differences) appear righteously indignent when others make statements concerning counselor competencies. To recognize that individual differences do exist in counselor role and function in no way precludes the desirability of making generalized statements regarding counselor competencies which should apply to a majority of counselors in a majority of school settings. This paper proceeds from such an assumption.

In these times, there are great pressures both from within and external to the guidance movement to recognize the content of counselor education programs as appropriate for meeting needs of counselors in a variety of settings. Counselor competencies required for success in one setting are not mutually exclusive from those required for counselor success in other settings. This does not preclude the possibility that substantial variation in emphasis on particular competencies may exist. This paper is written particularly from the standpoint of needed counselor competencies in the secondary school setting. It is hoped that some applicability to other settings may be found, but that is not why this paper has been written.

Concepts of various levels of professional counselors along with concepts of sub-professionals in the guidance and counseling field are popular topics for discussion and debate at the present time. To provide a "levels" orientation to counselor competencies here would certainly add fuel to this fire of concern. It would also add a very great deal of "smoke" holding high danger for clouding and obscuring the basic nature of competencies which are needed. For this reason, the counselor competencies specified here are not ordered or classified in terms of any hierarchy or levels of competencies. Rather, they are pictured as competencies which should be present in the kinds of school guidance programs which hold potential for effectively meeting the vocational guidance needs of today's youth.

One final note designed to provide some perspective is required. No attempt has been made to picture needed counselor competencies as though all could be incorporated in a single course or sequence of courses carrying the words "vocational" or "occupational" in their titles. Rather, they represent competencies which should be acquired by the prospective counselor somewhere in the total counselor education program. Their placement within counselor education programs should be expected to vary widely from institution to institution.

Competencies Related To Counselor Attitudes And Point Of View

It is pointless to think of competencies related to particular job activities prior to considering personal competencies of those who are to perform such activities. Therefore, this discussion of needed competencies in vocational aspects of guidance and counseling begins with consideration of certain attitudes and points of view which are believed to be necessary for those who would perform the vocational guidance function in the secondary school setting. Such attitudes and points of view are rightfully pictured as competencies in and of themselves because they relate to qualifications required for successful performance of the job.

Specification of desired counselor attitudes and points of view prior to specification of those related to particular job activities serves yet another function. That is, those attitudes and points of view delineated here represent the rationale for picturing competencies related to job activities. In the absence of clearcut evidence regarding efficacy of one guidance approach over another, one is forced to rely on such bases for the rationale presented. This, of course, is not to say that the attitudes and points of view presented have been developed totally in the absence of knowledge, but only that our knowledge remains highly incomplete. If prospective counselors are to acquire such attitudes, it is essential that they, too, acquire the basic knowledge that we have leading to the kinds of understandings which form the basis for certain of these attitudes. Unless they do so, personal acceptance of such attitudes on the part of counselors seems unlikely. Without such personal acceptance, the words are empty phrases devoid of meaning and value.

Attitudes And Points Of View Regarding The Vocational Guidance Function

There are certain counselor attitudes with respect to the vocational guidance function in the secondary school which should be a part of those counselors who purport to perform this function. It is particularly those attitudes associated with concepts of vocational development with which we are concerned here. Certain of these attitudes can be stated in specific form:

Counselors must recognize that their influence on the total life of any given individual is small. Whatever rightful claims school counselors have to productive influence must be predicated on the kinds of recognized humility implied in this statement. Counselors need to understand the guidance function as one part of that aspect of our culture we call "Education". More important, they need to understand Education as representing only one of many influences on youth. In this connection, counselors need to be knowledgeable regarding other aspects of any given individual's culture

- including the home and family, the community, and both peer and adult role models in the community - which also serve as powerful influences in vocational choice and development. Progress towards professionalization demands this kind of proper perspective.

An essential part of this humility involves recognition of the vocational guidance function in the secondary school as only part of a broader process of vocational development. The time is past when we can legitimately view the process of vocational choice as something which will occur only once in the lives of most individuals. Both the nature and the rate of occupational change need to be understood by counselors as relevant factors here. Relationships between such factors and level of occupational choice also need to be understood. That is, it may be appropriate to visit with certain students contemplating entry into high level professional occupations in terms of career dimensions carrying through many years. With a majority of high school students, such long range career planning is neither appropriate nor defensible in terms of specific plans. If, with most students, the school counselor can help the student formulate plans for as much as from five to eight years after high school, he should consider he has done well. Differences between vocational choice and vocational development must take on operational meaning to the practicing school counselor. Such perspective is essential if counselors are to realistically assume responsibilities for vocational guidance and fairly evaluate the degree to which they have successfully met these responsibilities. It is also necessary for development of truly professional and productive working relationships with other counselors.

It is equally important that counselors recognize the importance of vocational guidance in the secondary school. Because the counselor's influence is small in no way implies it is not of vital importance. If the process of vocational choice is to be experienced for most students more than once after leaving the secondary school, it is essential that students learn a model for carrying through this process. The model provided by the counselor holds great potential for transfer value. Secondary school and immediate post secondary school experiences are powerful influences on self perceptions of students. If the counselor can help a student begin movement towards entry into our occupational society in a positive and constructive manner, the student will be in a better position to continue such movement after he leaves the secondary school. The transfer value of knowledge regarding the process of occupational choice will be particularly important for those most likely to experience it more than once. With this segment of the high school population, the counselor's influence may be even more pervasive and vital than with those least likely to change occupations.

Finally, it is important that counselors recognize and implement concepts related to the risk function as a basic and essential part of the vocational guidance function. It is vitally important that the vocational guidance function not be pictured as one of helping individuals "play it safe" - of making decisions which hold high probabilities for successful implementation. Rather, the vocational guidance function must be pictured as involving helping individuals make decisions which take a risk factor into account as one of several elements entering into decision making. So long and to the extent counselors consider their function one involving helping individuals "play it safe", counselors will be rightfully accused of contributing to under-development and under-utilization of talent in our society. Counselor attitudes involved here include recognition of the fact that counselor success cannot realistically be measured by recording the proportion of individuals who successfully implemented decisions reached in counseling. Rather, the counselor needs attitudes which, while recognizing the importance of the risk function, also recognize that there are other important factors - including personal motivations of the individual and willingness of the individual to accept risk - which also need to be considered in evaluating the "goodness" of decisions reached in vocational guidance.

Attitudes And Points Of View Regarding Vocational Guidance For All Students

To *seek* to serve is not necessarily *to* serve. To say that guidance should be available to *all* students is not to say that guidance is appropriate for *all* students. To say that all students *could* profit from guidance is not to say that they *will*. There are several counselor attitudes growing out of recognition of facts such as these which are essential to successful vocational guidance practices in the secondary school setting. Most of these involve acceptance of an assumption that there are individuals in our total society whose value systems are different from those held by most counselors. We have recognized this in an academic sense for some time. It is now time to implement this assumption in an operational sense.

The first way in which this assumption should be implemented is by having counselors recognize the necessity of devoting concentrated attention to students who choose to do something other than attend a college or university after leaving the secondary school. Counselors cannot become effective change agents in our society if they accept general societal biases as they properly exist. The current popular notion that the "best" thing students could do would be to attend college is one that counselors should be actively seeking to change. There is no hope of effectively accomplishing this goal unless practicing counselors internally accept it as a goal for them. For this to happen requires that counselors learn what can and does happen to students who choose not to attend college. Too little such knowledge is now available. It must rapidly become available and become known to counselors. One bias cannot effectively be countered by another. If a particular bias is to be overcome, knowledge must be substituted for belief - facts for faith - and truth for prejudice. Until counselors have achieved this, the odds of effectively implementing this desirable counselor attitude seem small.

Second, counselors must recognize the kinds of personal values necessary for those individuals who could profit from vocational guidance. Guidance, like all of formal Education, has constructed its basic operational approach around certain assumptions regarding elements in the personal value systems of those it seeks to serve. Included in these are assumptions that those we seek to serve hold the following kinds of personal values: 1) A belief in self responsibility - acceptance of responsibility for personal decision making; 2) A desire to plan for the future in maningful ways which assume the individual does have some control over his own destiny; 3) A basic belief in oneself as a worthy and worhwhile person; and 4) A desire for self-improvement - for becoming "better" in terms of criteria meaningful to the individual, and (some would say) acceptable to society. When vocational guidance as a process involving helping an individual (a) better understand himself and his environmental opportunities, (b) make choices, decisions, and adjustments based on these increased understandings, (c) accept personal responsibility for decisions he has reached, and (d) formulate a course of action for implementing his decisions is offered, we are assuming that the individuals to whom it is offered have the kinds of personal values outlined above.

In this regard, it is essential to recognize that these are essentially "middle class" and certainly "Americanized" values which do not and cannot logically be expected to exist within all of those who are students in our secondary schools. Is guidance for all students? Is formal secondary Education for all students? If these questions are to be answered affirmatively, then a part of guidance and a part of formal Education must be represented by conscious attempts to impose personal values such as outlined above on those students who do not hold them. An essential part of needed counselor competencies in vocational aspects of guidance will be those competencies required to make certain students ready for an amenable to the process of vocational guidance as pictured above. If we mean that guidance is an essentially permissive field of endeavor, then we must accept the notion that it will not be for all students. If guidance is to be pictured as something permissive for those whose values are consistent with ours and as involving imposing our values on those who are different from counselors, then we should say so in our definitions and lists of objectives.

One way out of this quandry which might represent a desirable counselor attitude would be to recognize that, while guidance is for all, perhaps vocational guidance is not. That is, the basic human values of individual self worth, self responsibility, and self improvement are intimately tied to our own professional reasons for existence - to basic causative factors related to why some members of society choose to become counselors. This is not to say that specific values tied to that aspect of guidance we call vocational guidance - including a desire to work, a desire for more education, a desire to plan for the future, and a desire to be economically self-sufficient - need to be a part of any individual who could profit from the total set of services school counselors have to offer. At the same time, if the school counselor is to offer vocational guidance as defined earlier, then these kinds of personal values must either be a part or be made a part of those individuals who can profit from vocational guidance. One point of view would say that the imposition of such specific values may very well be a part of the total complex of activities called "Education", but it is not a part of needed counselor competencies in vocational aspects of guidance. A second point of view would say that vocational guidance is an important part of the school counselor's job and that, to do this job, the counselor needs certain competencies which will help him impose such values on those students who do not hold them when they come to the secondary school. My own personal perference would be to give counselors both points of view along with an adequate basis for making personal decisions with respect to which they will adopt in practice. This is not so much a gesture of extending freedom to the counselor as it is an admission that I have not yet resolved this dilemma for myself.

Competencies Related To Job Activities Of Counselors

It seems that there is a perpetual and inevitable gap between what is taught in counselor education courses and what school counselors need to know in order to function effectively on the job. While some of what counselors are taught is recognizably useful to them, other material appears not to be. There are problems they face in their day-to-day operations which were never a part of their formal education. These things were true when I was a school counselor seventeen years ago and they seem no less true today. In 1949, as a practicing school counselor, I appeared on a program at the Council of Guidance and Personnel Associations meetings entitled "What's Wrong With Counselor Preparation?" and devoted my entire presentation to these kinds of discrepencies. There must be thousands of practicing schools counselors today who would be most willing to repeat my performance.

This gap between specific course content and needed competencies is something to be applauded - not deplored. If there were no gaps, counselors would truly be technicians carrying out specific job functions in specific ways in which they had been taught to do so. If school counseling is ever to become a profession, one of the essential distinguishing features of that profession will be a requirement that its practitioners are called upon to learn how to do things other than those they were trained to do. That is, while the overall task can be taught in terms of general procedural guidelines, variation in employment environments and opportunities can always be expected to produce variations in innovations needed to make the general task a specific operating procedure in a specific setting.

Counselor education can truly succeed only if it resists temptations to teach prospective counselors a "how-to-do-it" "cookbook" approach to job functions. The "pot of gold" at the end of the counselor education "rainbow" is the presence of an intelligent basis for counselor innovation but not a set of specific techniques and procedures to be applied mechanically by practicing counselors on the job.

This is not to say that practicing counselors should see no direct relationships between what they have been taught and what they perceive needs to be done on the job. To create such a situation would make a mockery of counselor education and would impede professionalization of the school counselor just as surely as would a "techniques" approach to counselor education. What is needed, then, is a view of needed counselor competencies in vocational aspects of guidance which represents a band somewhere between these two extremes. It is this kind of picture which hopefully will emerge here.

It is, then, a blend of understanding and knowledge - of why something needs to be done and how it can be done in a specific work situation - which counselors need as competencies. This basic point has been elaborated in this introduction for two basic reasons which appear to have temporal, if not continuing, pertinence. First, if school counseling is to become a profession, then counselors must learn to become professionally responsible - to take that which they have learned and make thoughtful, rational, and innovatibe applications to the school and community setting in which they are employed. The second reason for elaborating on this point is to provide the beginning of a skeletal outline which might help justify counselor education as graduate education. Both of these matters are of operational concern to the entire guidance and counseling movement in these times.

Counselor Competencies In Vocational Information

The counselor needs competence in utilizing and modifying a general perspective regarding the occupational world. There are certain substantive questions which the practicing school counselor should be able to answer intelligently for himself and communicate to others. Included among these are: 1) What distinctions are to be drawn among jobs, occupations, and careers? 2) How may occupations be classified so that both their relationships and their major differences become clear? 3) What major trends exist with respect to the changing nature of our occupational structure? 4) What major trends exist with respect to entry occupations? and 5) How can practicing school counselors be kept up to date on changes in occupations and occupational patterns? The practicing school counselor who cannot give reasonably accurate definitive answers to questions such as these is ill prepared to effectively perform the vocational guidance function.

The counselor needs competence in understanding the psychological, sociological, and economic variables contributing to changing concepts of work as a part of society. What does "work" mean to those in various subcultures of our society? Why do people "work"? How are concepts regarding "work" currently changing in our society? Why is some "work" more highly respected than others to most members of society? How do concepts of "work" in American society differ from those in other parts of the world and those from different cultures than ours? Again, these are not academic questions for the school counselor who understands what he is doing in vocational guidance and why he does what he does. Answers to such questions form an essential part of the total rationale underlying the vocational guidance function.

The counselor needs competence in understanding the process of vocational development. What kinds of factors affect occupational choice? How are occupational choices made? What kinds of occupational choices are typically expected of students at various grade levels from various kinds of socio-economic backgrounds? What kinds of vocational choice theories does the practicing counselor feel comfortable with as he seeks to understand occupational choices made by his students? Where are most high school students expected to be in vocational development by the time they leave the secondary school and what are the most likely sources of variation involved? There is a great need for counselors to be able to answer questions such as these in rational, thoughtful, knowledgeable ways which provide a sound basis for the kinds of vocational guidance activities in which they engage.

The counselor needs competence in collecting, organizing, and disseminating vocational information. What are the commonly available sources of vocational information? How should a given piece of vocational information be evaluated in terms of its appropriateness for use in high school guidance? What are the advantages and disadvantages of various ways of filing vocational information in terms of meaningfulness to counselors and usefulness to students? How can vocational information be meaningfully communicated to students in groups? To individuals? What are the advantages and disadvantages of keeping vocational information in the guidance offices as opposed to other parts of the school? When, if ever, and how can vocational information materials profitably be used during counseling interviews? How can vocational information be usefully disseminated through teachers? Should students be allowed to take vocational information home? Should students buy certain kinds of vocational information? How can students be encouraged to broaden their occupational horizons by studying occupational information without become bored, disillusioned, or discouraged? These are "hardware" questions which the practicing school counselor must somehow answer for himself as he seeks to operate a guidance program. The counselor education program which does not concentrate direct attention on helping prospective counselors develop such answers has not fulfilled its mission.

Counselor Competencies In Educational Opportunities

It seems appropriate to say that the most glaring gap in counselor education programs lies in providing prospective counselors needed competencies with respect to educational opportunities which should be discussed as an integral part of vocational guidance. It is becoming increasingly clear that to visit with high school students about vocational opportunities independent of training required for entry into various occupations is unrealistic, unfair, and unethical. A great majority of students leaving our secondary schools must plan to secure some additional education and/or training if they are to successfully compete in today's labor market. The need for counselors to become knowledgeable regarding training opportunities in addition to vocational opportunities was recognized and discussed in the 1949 U. S. Office of Education manual entitled Counselor Competencies In Occupational Information. This need has not been generally recognized in the content and structure of counselor education programs. It is hoped that specification of such counselor needs for competency here may serve to stimulate some needed changes in counselor education. The time for change in this are occured several years ago. Implementation of such needed changes should be ignored no longer.

Counselors need competency in obtaining and implementing proper perspective with respect to total offerings in the secondary school curriculum. The counselor who expresses disinterest in nature of the curriculum is untrue to his employer. The counselor who does not believe that there are many "best" patterns of courses in the secondary school is untrue to the students he serves. The counselor who does not see himself as one instrument of change in the nature of curricular offerings is untrue to himself. How many kinds of curricular offerings are needed by students in this school? How can appropriate vocational education courses be provided that minority of students who will seek immediate employment upon leaving the secondary school? How can the "vocational" and "academic" portions of the curriculum and faculty be brought into more harmonious and productive working relationships? What is a workable rationale and operational procedure for work-study programs in this school utilizing opportunities provided both through vocational education and through the Neighborhood Youth Corps? These kinds of questions are not among those in which practicing school counselors should express disinterest, lack of knowledge, or lack of responsibility for helping to answer. The fact that curriculum specialists and school administrators are interested in some of the same questions represents more, not less, reason why counselors should become competent in this area. These competencies are directly related to vocational aspects of guidance. It is difficult to understand how counselors who are knowledgeable regarding vocational development and the changing occupational society, committed to the welfare of students, and deserving of recognition as a part of the team of professional educators serving students can ignore their needs for competence and action in this area.

Counselors need competence in communicating information to students concerning post high school training opportunities. There is no doubt but what "catalogue" counseling has led to academic catastrophe for many students. Counselors need to learn how to treat concepts of "good" and "poor" schools in terms of needs of individual students at least as much as in terms of needs of accrediting bodies. They need to learn how to help students decide why they want in a particular institution at least as much as they help students decide how to obtain admission to the institution. To do this, counselors need to know at least as much about students who attend the institution as they do about the institutional offerings. Who are the students? What happens to them while in school? What happens to them following training? Is this a "good" school for this student? It is difficult to even raise questions such as these now because the kinds of basic knowledge which could conceivably be made a part of counselor education are still largely unavailable. Yet, in terms of competencies needed by today's counselors, these questions must be raised.

In addition to questions concerning particular schools, counselors need competence with respect to the wide variety of possible post high school training opportunities now available to students. What would make one kind of training opportunity more appropriate for a given student than another? What differences exist between area vocational schools and technical institutes? Between terminal vocational education programs in junior colleges and in area vocational schools? What makes the private trade, technical, or business school more appropriate for some students than training offered through public education? What kinds of vocational training is really provided in the Job Corps? In the armed forces? How could a student plan to take advantage of industry sponsored on-the-job training programs? Of apprenticeship training? Of MDTA training? What difference does it make if the student goes to a junior college instead of a four year college or university? To a small college as opposed to a large university? These are content questions to which there currently exist some substantive answers. Moreover, they are questions representative of current problems high school students face and bring to their counselors. The current complancy of counselor education programs in helping counselors acquire competencies in this area must quickly be replaced by concentrated concern - and actions.

Counselors need competence in helping students broaden their perspective regarding post high school training opportunities. School counselors need competence in helping students combat geographic discrimination in both educational and vocational decisions students make. Concepts involved here are inextricably tied to both those involved with local control of education and to Education as part of society. Hopefully, the counselor will have learned in his counselor education program that his primary commitment is to the students he serves and that he has secondary but related commitments to the school district he serves and to society in general. If counselors understand this primary commitment to students, they will be neither "in favor of" or "against" any particular kind of post high school educational opportunity in a generic sense. While they should be well acquainted with both educational and vocational opportunities at the local level, no practicing school counselor can consider his conversations with students limited to such opportunities. If the counselor is to be viewed as a "recruiter", it must be as a recruiter of educational opportunities for students and not vice versa.

Where are training opportunities for students who wish to learn watch repair? heavy equipment operation? court stenography? jet aircraft mechanics? How can a counselor tell a legitimate educational opportunity from one which is not? What sources of financial aid exist for the needy student? Illustrative questions listed here refer primarily to students seeking training opportunities in settings other than a college or university. This is done purposely in order to illustrate the currently greater need for counselor competence in this area. This in no way is meant to indicate that counselors do not also need competence - and more than many now possess - in helping students planning to attend college. Somehwere in counselor education, the kinds of basic research date required to answer questions such as these must be accumulated and then made a part of counselor education curricula throughout the country.

Counselor Competencies In Business-Labor-Industrial Relationships

To many counselors, "industry" is still thought of as a trait to be rated on a report card, "business" as something unethical, and "labor" as something illegal. The educational and experiental backgrounds of many school counselors have not equipped them with even minimal competencies required with respect to these concepts as applied to vocational aspects of guidance.

Counselors need competence in understanding basic principles of business and industrial management. Why is on-the-job training given in certain places and not in others? What is a selection ratio? What is a first line supervisor? How are pay scales determined? What kinds of education are employers looking for in entry workers - and why? How do employers view school counselors? By what means can school counselors secure actual work experience in private business and industrial settings? These are only illustrative of the kinds of pertinent questions regarding the business and industrial setting which practicing school counselors should be able to answer. While, to be sure, many specific answers can be expected to result from contacts counselors make with employers while they are working in a school, the basic principles of business and industrial management and the motivation to make these kinds of employer contacts should be a part of the counselor education program.

Counselors need competence in understanding the nature, basic structure, and operational rationale of the labor union movement in the United States. What and why is the "closed shop"? What is a union steward? Where are sources of information about specific unions? What does a new worker have to do in order to join a union? In what ways are the union and the apprenticeship movements in the United States related to each other? What advantages does a union offer to the new worker? What worker handicaps are associated with the union movement? The practicing counselor will recognize these and many related questions as ones which are frequently asked by high school students. If the counselor is to supply students with more than superficial answers to questions such as these, it is essential that the counselor have made some serious study of the labor union movement. Some will argue that such study is not a legitimate part of formal counselor education. It is hoped that few will argue that such knowledge is not needed by school counselors purporting to perform the vocational guidance function.

Counselors need competence in utilizing the talents and services of the business-labor-industrial community in performing the vocational guidance function. Students who are isolated from the real working world can't be well prepared to become a part of it. What kinds of vocational information can counselors expect to receive from representatives of business, labor, and industry? What means have counselors found successful in conducting local community occupational surveys" In conducting student visits to business-industrial settings and to labor union quarters? Under what circumstances should business-labor-industrial representatives be invited to consult with students in the school? What kinds of student work experience programs might be worked out with the business world? That practicing counselors have not always established any working relationships with the business-labor-industrial community is obvious to all who work with them. It is equally obvious that counselor cooperation with this community holds high potential for better meeting the vocational guidance needs of students. If counselors need competence in this area, who is to say such competence should not be provided somewhere in the total counselor education program?

Counselor Competencies In Relationships With Non-Secondary School Counselors

Even under the best of circumstances, the vocational guidance function will not have been complete for most students by the time they leave the secondary school. The school counselor does not now represent the only source of professional counseling assistance available to students even while they are in the secondary school. All current indications point to the fact that there are and will be increasing numbers and kinds of counselors seeking to perform the vocational guidance function with both in-school and out-of-school youth and adults. While it is yet too soon to speak knowledgeably regarding ideal working relationships which should exist among such counselors, it is certainly appropriate to point out that competencies in developing and maintaining such relationships should become a part of all counselor education programs in the years just ahead.

At this point in time, there are few answers counselor educators can give their students. In spite of this, there is an abundance of pertinent questions. Included among such questions are: 1) What referral arrangements should school counselors seek to establish with other youth counselors in the community? 2) Should the school counselor and the public employment service counselor try to counsel students together? Should both be working with the same student during the same period of time? 3) How should school counselors work with counselors in Youth Opportunity Centers?

With special counselors employed in the Neighborhood Youth Corps? In the Community Action Program? 4) Should school counselors seek evening and Summer employment in the various counseling programs established under auspices of the U. S. Department of Labor? 5) What kinds of relationships should exist between school counselors and college admissions counselors? Between school counselors and counselors in area vocational schools? 6) How can and should school counselors work with counselors employed in vocational rehabilitation and veteran's administration settings? 7) What general principles should guide establishment of professional working relationships with mental health centers? With psychiatrists? With social workers? With the clergy who serve as pastoral counselors?

If school counselors are to perform the vocational guidance function as well as they possibly can, they will seek out answers to questions such as these and seek to implement them in practice. They will become less concerned with who receives "credit" for helping youth and more concerned with the total amount of help youth receive.

Concluding Remarks

This entire presentation has been severly handicapped by the fact that it was prepared by a person who is not today a practicing school counselor. It would be foolish to deny that concerns regarding counselor education and the entire school guidance movement have been as influential in determining content as has direct concern with school counselor activities.

It is hoped that currently employed school counselors, guidance supervisors, and counselor educators will each find small portions of this paper helpful to them as we all work together in attempting to meet the vocational guidance needs of today's youth.

SURVEY OF CURRENT TRAINING APPROACHES, FORMAT MATERIALS, AND CURRICULUM CONTENT IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION

A Position Paper*

by

R. Wray Strowig and Philip A. Perrone
The University of Wisconsin

Purpose and Procedures for the Paper

The purpose of this position paper is to portray and interpret current vocational aspects of counselor education in the United States. Counselor education refers to the methods, materials, and programs used to prepare and enhance the preparation of secondary school counseling personnel, either during or after their formal education. We began with the assumption that counselor preparation may be arranged and conducted by counselor educators, either on or off campus, by guidance or pupil personnel administrators in sizeable school systems, or by state guidance supervisors. Moreover, from our earliest inquiries until now we have followed the twin premises that vocational aspects of counselor education may, like any other aspects of professional preparation, be either separate from or related to other features of counselor preparation, and that they may be called vocational because competent members of the profession agree that they are significantly related to the work that men do or prepare to do. Furthermore, the term, vocational, refers to the performance of counseling and guidance services that have vocational implications for the recipient of such services, rather than for the counselor who provides the services.

---

* Prepared for the Conference on Vocational Aspects of Counselor Education, Airlie House, Warrenton, Virginia, December 12-15, 1965.

Co-authoring a paper that is essentially a status study has at least one advantage, namely, that during recent years at least one of us has been well informed about vocational aspects of counseling and guidance and about counselor preparation. We have not witnessed much of the short history of the guidance movement in this country, so our vision lacks the perspective of time. However, we are convinced that no one, regardless of perspective, can fully comprehend either all of the parts or the whole of the field that is within the scope of this paper. We know of no definitive documentary evidence that suffices either. Finding ourselves in this circumstance, therefore, we have turned to that siren of research, the normative survey, as the best way to gather information about our subject in a short time.

Following the suggestions of the Director of this Conference, we identified a population and devised an instrument. Three groups were contacted: counselor educators, state guidance supervisors, and city directors of guidance or pupil personnel. We sent the questionnaire (Appendix) to one state-wide guidance supervisor, or his nearest equivalent, in fifty states; a questionnaire went to the director of guidance or pupil personnel in the one hundred largest cities in the nation; and we selected 123 counselor educators to receive the same survey blank. The counselor educators came from all fifty states and some U. S. territories. A total of 273 questionnaires were distributed to these three groups at the end of October, 1965, asking for immediate replies to a fairly complex questionnaire. Although replies are still trickling in, we based our report on returns from sixty counselor educators, 25 city directors, and 16 state guidance supervisors. The percentages of return for the groups were roughly 50, 25, and 31 respectively. There was no time for even one follow-up stimulus.

While a poor percentage response must be expected under such circumstances, there is evidence that our data have meaning for a somewhat representative picture of the three groups. Geographically East, West, South, and Midwest were represented among responding counselor educators, with the largest proportions from the West and Midwest and the smallest from the South. Analysis of responses by geographic regions produced no differences, so institutions located in cities over 100,000 were grouped together, and those in smaller communities were placed in another group. State universities, state colleges, and private universities and colleges having counselor education programs were involved in the returns, too. One-man preparation programs, as well as ones with large staffs, were among the respondents. The city directors who responded came from the four geographical sections mentioned above, and they included all major metropolitan areas of the nation as well as some cities in less urban areas. The state guidance supervisors who responded also came from East, West, South, and Midwest regions. In general, it seems to us that the data represent the closest approximation to a comprehensive national picture of the organizations in which these three groups are employed that we have been able to find. We are fairly confident that data obtained through rigorous sampling procedures would not differ substantially from ours in the variety of responses to the questions.

This report is organized along the same lines as the data-gathering instrument. Relying on our knowledge of counselor education staffs and programs, as well as the work of certain city directors and state supervisors, we devised questions designed to find out about vocational aspects of materials, methods, regular and special program organization, current relevant issues, evaluative opinions of quality, and suggestions for improvement. Since the questions were not pre-tested, it was necessary to ask for essay answers in most cases. These were first inspected, then coded by us with graduate student help. Our analysis attempted to determine commonalities as well as whatever was perceived to be unique. The responsibility for interpretations is ours alone, but the major credit must go to the dedicated one hundred and one colleagues who provided the information for this paper. We are most grateful to them.

The remainder of this paper is a description and interpretation of the current state of affairs vis a vis the vocational aspects of counselor education as represented by our survey data. Each of the sections that follow is a significant part of the whole subject.

Vocationally Relevant Competencies for Counselors

What knowledge and skills involving vocational aspects of guidance and counseling are sought in counselors? One way of describing such knowledge and skills is to express them in terms of counselor competencies. Nearly everyone uses some unique terminology to distinguish the competencies which he strives to develop in counselors. There are also differences of opinion as to which competencies are deemed to be vocationally relevant. We arbitrarily classified all competency statements into one of several categories that were lumped under two broad headings: information and skills. A description of these categories and the result of our analyses are in Table 1.

Knowing occupational information literature is the single greatest competency sought in counselors according to the responses. Secondly, the importance of knowing present and future patterns of work and understanding the complexities of a changing world is cited by half the respondents. Thirdly, counselor educators also stress the importance of understanding human development, although city directors and state supervisors are enthused to a lesser degree. Finally, being informed about educational and training opportunities is rather lightly regarded as a competency area, and the counselor as a consumer of research is almost completely ignored.

There is much less agreement among educators, directors, and supervisors regarding counselor skills than about the kinds of information that counselors should have. Principal skills sought in counselors are ability to evaluate and organize occupational information materials; i. e., process data; while many professionals cite skill in using information in counseling as critical. Pupil assessment and group work receive some attention, but there is little agreement among the respondents that these are important skills. This may reflect a view that vocational aspects of counseling and guidance require few unique skills. There was no mention of skill in planning and developing a systematic vocational activities program in the curriculum, nor was research skill mentioned as a competency. The omission of research consumption and research skill makes us wonder what use, if any, is made of research findings.

The lack of agreement among the respondents as to what the counselor should be able to do with his knowledge of occupational information literature may imply that knowing the literature is enough to guarantee its intelligent use by students. This could be a very shortsighted assumption.

Information Materials

What sources do educators, city directors, and supervisors use regularaly in providing counselors with job description, occupational outlook, and training or preparation information? We answered this question in terms of seven basic sources of information (Tables 2, 3, 4):

1. Government agencies
2. Private publishers
3. Professional and industrial societies
4. Trade associations and labor unions
5. Newspapers
6. Periodicals not specifically designed to relate occupational information
7. Directly from people in the occupation or industry
8. Other (please describe)

The few people who mentioned other sources do not describe any that differed from these seven basic sources. Federal or state governmental agencies are the most frequently mentioned sources of descriptive and outlook information. A second choice of many respondents is either private publishers, professional societies, or people in the occupation. Governmental agencies, private publishers, professional associations, and trade and labor organizations are also acknowledged as primary sources of training and preparation materials. Professional associations are used more frequently than are their trade and labor counterparts. Newspapers and periodicals are little used.

Contacting people in the occupation is mentioned by city directors as a primary source for all three types of information and by state supervisors as a good source of descriptive and preparation information. Counselor educators do not mention the man on the job as a primary source of information as frequently. Our analysis of counselor competencies shows that few educators provide counselors with experience or training in obtaining and coding information acquired from individuals in an occupation. It may be, therefore, that counselor educators are ignoring this informational source or question the validity of this approach.

Specific Counselor Training Experiences

Concomitant with questions about types and sources of occuptional information are questions about the development of skills in the use of such information. For example, do counselors need to be competent at exploring and organizing data about jobs, job settings, and vocational training, as well as skillful at helping youth to understand and use these data in vocational planning? Are counselor educators, city directors, and state supervisors equally responsible for the entire range of counselor preparation in vocational guidance skills? What are the main practices in developing these skills? We have named the following specific training experiences that counselors may be involved in:

1. Conduct manpower status and need surveys.
2. Interview workers to gain insight into worker characteristics, job satisfactions, and performance requirements.
3. Study occupational structures to understand how the worker fits into his work environment.
4. Conduct follow-up studies of high school graduates and dropouts.
5. Develop information about entry and training requirements for jobs.
6. Compare various schemes for classifying occupations.
7. Compare various vocational development theories in order to understand vocational behavior.

None of these skills are universally taught by counselor educators, state supervisors, and city directors. (Table 5) Few of these skills are developed regularaly by even a majority of those who reported to us. If one takes the position that counselor educators, state supervisors, and city directors all share responsiblity for preparing counselors, either pre-job or afterwards, then only training in conducting follow-up studies of high school leavers is done with much consistency. The city directors are most numerous in providing follow-up training. While state supervisors are not involved nearly as much as city directors in follow-up training, that is really the only area of preparation that regularly involves significant numbers of state supervisors. The supervisors plainly do not contribute much to the preparation of counselors in vocational guidance skills.

The brunt of such preparation obviously falls on counselor educators, with city directors playing a small part, probably because improving counselor skills also accomplishes some of the guidance goals of the pupil personnel program in these cities. City directors appear to concentrate on three types of skill development: (1) studying occupational structures, (2) conducting follow-up studies, and (3) developing job entry and training requirement information. On the other hand, significant numbers of counselor educators purport to prepare counselors for work in all of the seven skill areas except the first, namely, conducting manpower status and need surveys. Neither state supervisors nor city directors claim regular instruction in making manpower surveys.

Although counselor educators may be said to concur on the regular development of nearly all types of vocational guidance skills in counselors, there are two types of skills that are obvious favorites: (1) comparing occupational classification systems, and (2) comparing vocational development theories. The latter is the most popular, while neither area of skill development regularly involves the city directors and state supervisors to any great extent. We suspect that directors and supervisors of guidance are not greatly concerned with pondering the merits and weaknesses of various schemes for classifying jobs. Perhaps they feel that following up students who have left school is more practical, more to the point of vocational guidance. Indeed, we wonder to what extent among counselor educators the study of job classification systems has become mere academic exercise, especially if divorced from the realities of vocational and educational placement and adjustment of youth.

The comparison of vocational development theories is left almost entirely in the hands of counselor educators. Few state supervisors and city directors get involved regularly with such theory. No doubt we are witnessing the traditional willingness of the practitioner to leave the creation and examination of ideas to the ivory tower types, strongly aided and abetted by professors who are well satisfied with this state of affairs. To whatever extent theory and practice remain the more or less exclusive provinces of academicians and practitioners respectively, we are afraid that neither theory nor practice will improve much. Indeed, we believe it likely that city directors and state supervisors do not, as yet, perceive much practical value in vocational development theory, a perception with which we are forced to agree. We hope that the evident tendency of directors and supervisors to avoid involvement with theory does not mean that they are unconversant with it. Neither do we wish to believe that counselor educators are preoccupied with vocational development theory in part because they wish to skirt any entanglement with more obviously practical vocational skills of counselors.

Regular and Special Programs

The purpose of this section is to provide information regarding the kinds and sponsors of regular and special programs for counselors and counselors-in-preparation, involving vocational aspects of guidance and counseling.

In some form all counselor educators offer a course in vocational aspects of guidance and counseling. City directors and state supervisors do not have many regularly scheduled offerings in vocational guidance. In reviewing the program descriptions, it appeared that a large percentage of counselor educators offer solely an occupational information course. Other schools offer information and career development in two separate courses or combined in one course. There were only five programs wherein the information aspect was not offered and two programs with no didactic offerings that were deemed vocationally relevant.

Some counselor educators provided a copy of their course outlines. The outlines range in size and scope from one page to a 94-page manual developed by Professor Emery G. Kennedy at Kansas State College of Pittsburg. The major areas that career development and information courses focus on include the sources, methods of evaluation, organization, and utilization of occupational information materials, and comparison of various theories of career development. The techniques used by professors are varied and include case studies, occupational surveys, self study, and written discourses.

Programs of special note that are offered regularly, but which are not in the mainstream of education programs, include: an annual two-week program at Fitchburg State College sponsored by the Massachusetts Department of Public Instruction; an annual one-week program in different regions sponsored by the South Carolina Department of Public Instruction; three-week regional vocational guidance seminar sponsored by the Ohio State Department of Public Instruction; careers-unlimited program instituted by the Detroit Public Schools in cooperation with the Institute for Economic Education, Inc.; and a kindergarten-through-high school planned vocational activities program in the Rochester, New York, public school system.

In addition to regular program offerings conducted by counselor educators or by various state and local agencies, there are some special programs and sponsoring agencies that are vocationally relevant to counselor preparation.

Counselor educators mention CAUSE programs, job opportunities and G.A.T.B. workshops, seminars on the meaning of guidance and counseling as it relates to assisting job trainees all sponsored by the Department of Labor, State Employment Service, or the Office of Economic Opportunity. Similar programs are identified by city directors and state supervisors. In Massachusetts there is an industrial plan and development seminar sponsored by the Department of Commerce.

Counselor educators describe several programs sponsored by the various state departments of education. Illinois has a two-week program for elementary school personnel to develop theories for use and means of implementing vocational development theory in grades K-6. Arkansas, Colorado, Idaho, and Wisconsin have regional guidance workshops where counselor educators, state supervisors, and secondary school counselors meet for one or two days. Wisconsin is conducting a series of regional workshops for vocational coordinators, vocational instructors, and high school counselors to provide an opportunity for an exchange of information and ideas. Florida provides a vocational guidance clinic for high school personnel. Tennessee has undertaken a one-week regional workshop; Virginia, a two-week program on vocational information and guidance; and Georgia has a three-week program to strengthen high school counselors in vocational-technical school training and opportunities. The Vocational Education Division in the State of Washington is providing a three-day workshop for counselors on personality development and vocational choice. Texas conducts workshops in testing, elementary, and secondary school vocational guidance.

Some programs are sponsored by colleges or universities. Ohio State University Center for Vocational and Technical Education is planning an interdisciplinary conference on Occupational Guidance in Vocational Education in January, 1966. The Ford Foundation Center for Studies in Vocational-Technical Education at The University of Wisconsin sponsored a two-day invitational conference on follow-up studies in vocational education in November. Tufts University, through General Electric, sponsored an Apprenticeship program. Michigan State University is conducting community resource workshops in 30 different locations within the state. Louisiana State University has held a summer conference in vocational guidance. A one-day conference on research in vocational and educational guidance is sponsored by The University of Wisconsin. Idaho State University has a counselors day where counselors meet with high school graduates at I.S.U. Kansas State College of Pittsburg had a one-day conference on referral resources for counselors in the 1960's. Graduate students at the University of Maine sponsor a conference including the Employment Service, the Apprenticeship Bureau, Maine Federation of Labor, and the State Department of Education-Vocational Division. The University of Pennsylvania conducted a workshop for high school counselors focusing on vocational counseling with disadvantaged and minority youth. The University of Hartford conducted a six-week Summer Workshop for thirty counselors with funds provided by the Vocational Education Act of 1963.

In addition to the private foundations and industries already mentioned, the Dunwoody Institute sponsored a ten-week course in Minnesota including didactic work and industrial visits to upgrade counselors. A six-week General Electric Fellowship program at Boston University had a similar format. The Rotary Clubs of Peoria, Illinois, supported a career conference at Bradley University.

Additional programs mentioned by counselor educators include an in-service program for teachers and counselors sponsored by the Cambridge, Massachusetts, school system; four programs dealing with economic opportunities in Hawaii sponsored by the school counselor association of that state; and a workshop for teachers concerning vocational training and opportunities underwritten by a Nevada County school district.

The city directors of pupil personnel services listed different sponsors and programs. The shift here is toward programs for both counselors and students while the previously mentioned programs were almost exclusively for counselors.

In Trenton, New Jersey, the Ford Foundation has supported a survey on the value of educational programs in the secondary schools and the Upjohn Foundation has underwritten the expense of a vocational-technical advisory committee. In San Francisco a labor-management apprenticeship and training committee has provided a forum in which committee members developed, in conjunction with all San Francisco head counselors, training opportunities in the area. The Bell Telephone Company has provided workshops for counselors in Philadelphia, and Pontiac, Michigan, has a vocational information day supported by the Chamber of Commerce and regular industry tours sponsored by Michigan Bell Telephone and Lear, Inc.

A combination Career Day and day on the job has been undertaken by the Kiwanis Club of Duluth, Minnesota. In Hartford, Connecticut, the Retail Trade Bureau has provided a panel of young entrants into local industry who describe training and experience in the field, while the Chamber of Commerce has cooperated in re-organizing job recommendation forms, and the Hartford Foundation for Public Giving has awarded a grant for a pilot study on the effects of a work experience for alienated 15-year-olds.

In Seattle the Sears Roebuck Foundation sponsored a vocational workshop for counselors from secondary and vocational schools and the Chamber of Commerce put on a Job Fair in which participating businesses and industries offered booths and were available for individual conferences with students who were brought to the Fair. This particular program was oriented toward minority groups.

In Milwaukee the Engineering Society provides personnel to serve as staff on evening conferences. In Boston a community development program funded by the Federal Government and the Ford Foundation has provided an experimental guidance program in schools in the inner core which concentrates on the vocational opportunities open to these youngsters, and the Boston public schools have sponsored a series of lectures in vocational and educational planning.

In addition to previously mentioned programs sponsored by state departments of education, the state supervisors added the following: an all-state conference of employment and secondary school counselors sponsored by the North Dakota Personnel and Guidance Association, a training program of welfare clients jointly sponsored by the social welfare agency and the state vocational education department in Louisiana, and through the U. S. Office of Education and the West Virginia Personnel and Guidance

Association, a jointly sponsored six-day regional workshop on the role of the counselor in occupational and career guidance.

In Colorado the welfare department has presented workshops designed to help counselors keep pupils in school and has provided information on training opportunities for indigent parents. The vocational education department provides workshops and the programs for counselors in cooperation with the apprenticeship council.

Many of the special programs seem designed to keep counselors current, although most seem to emphasize information rather than skill development, and few programs strive to integrate training with employment. Support for these programs comes from a variety of public and private sources. It may be that support for these special programs is even more evident in smaller communities where special agencies and services are not available to the same extent that they are in urban areas. Our information does not allow this to be tested. There is also a lack of evidence as to whether special programs are needed for areas with unique problems and whether some formats are better than others in accomplishing program objectives. Certainly we get the impression that a great many things are happening that are relevant to vocational aspects of counselor preparation. We are concerned, however, at the possibility that many fine efforts may be dissipated because better coordination and integration of training efforts is needed.

Current Issues

We agreed that there are a number of issues in vocational counseling and guidance, as well as in counselor preparation, that deserve special mention. We selected four such issues for special attention in this paper, asking for the current thought and practice of counselor educators, state supervisors, and city directors regarding them.

1. Should there be emphasis on the study of vocational development rather than vocational information in preparing and upgrading counselors? (Table 7)

Counselor educators favor an emphasis on vocational development over an integration of both development and information. This attitude is inconsistent, however, with the regular program offerings which suggest vocational information and the integration of development and information as the focus of these programs. (Table 6) One explanation for the discrepancy between the educators' training programs and their position on this issue may be that we are witnessing an educational lag between practice and theory. If this is so, future programs will emphasize vocational development more than at present.

Quite a few city directors take no stand on this issue. Those who do slightly favor development over integration of development and information. The reverse is true for state supervisors. Again, the special programs mentioned by city directors and state supervisors are largely informational even though this is not the popular position on this issue. We find it difficult to explain this hiatus between "theory" and "practice" among all three groups.

2. Should emphasis be given to didactic and/or field experiences in preparing counselors for vocational aspects of guidance and counseling? (Table 8)

The responses to this issue again reflect a difference between counselor educators and the other two groups. However, a clear interpretation of the responses is difficult because some describe current practices and others phrase their responses in terms of directions for the future. Disregarding the time dimension, counselor educators place more emphasis upon didactic and to a much greater degree didactic and field experiences combined, while city directors and state supervisors emphasize field experiences.

With so many state supervisors and city directors taking no position and with the small number of counselor educators taking no position, it may be that counselor educators give more thought and attention to this issue. It will also be seen that this is true for the responses to the issue dealing with vocational self-realization versus manpower needs (Table 10) and the issue concerned with the relative emphasis on vocation development versus vocational information (Table 7) in counselor preparation.

One explanation of the difference in response could be that these issues are raised by counselor educators and, thus, reflect primarily their own concern. The differences which do result could be further explained if counselor educators respond in terms of counselors-in-preparation and city directors and state supervisors respond in terms of the counselor on the job. This difference in response set could account for much of the variation in response. Response set could well explain the emphasis on didactic learning among counselor educators and on field experience by city directors and state supervisors.

3. When are pupils ready to begin vocational training, and how can readiness be determined? (Table 9)

A large proportion of the counselor educators answer this issue with statements about the need to decide the purpose of vocational training, but they take no stand on the issue. Some educators feel the student can best determine readiness, while others see the counselor assisting the student with this decision. No one feels vocational training should begin in elementary school, and few opine that it should begin as early as junior high school. Only the city directors give strong support to beginning vocational training at the high school level. A majority of those mentioning how to determine readiness want the student and counselor to work together. Except for the state supervisors and some counselor educators from non-urban areas there is no support for the counselor as the primary determiner of readiness.

4. What is the relative importance of meeting manpower needs versus vocational self-realization in vocational counseling and guidance? (Table 10)

Among those who express a position, vocational self-realization is slightly favored over a balanced or integrated position. Respondents favoring vocational self-realization take the position that vocational choice and career development are basically components of one's total development. They feel any modification of career plans should stem primarily from within the individual. Some suggest that a person striving for vocational self-realization would be aware of manpower needs but would utilize this information in the same manner that he would use any information about himself and his environment. The basic position is that manpower needs do not deserve more attention than other components of the vocational decision-making process.

Those favoring a balanced consideration of manpower needs and vocational self-realization wish to emphasize the total social and economic situation in which manpower needs are described. Some respondents suggest that in our culture consideration of manpower needs serves to inform the individual and that by not emphasizing manpower needs, uninformed and unintelligent behavior results, both of which are detrimental to vocational self-realization.

These two major response categories suggest that this issue should be re-defined in terms of man versus man and his environment. To us this is a meaningful difference. While not as clearcut as man versus society, the issue for counselors becomes one of modification entirely from within versus exerting some pressure from without as well as internal modification of vocational thinking and behavior.

Suggestions for Improving Counselor Preparation and Growth

Majorities of counselor educators, city directors, and state supervisors believe that their organizations ought to do a more adequate job of preparing and upgrading counselors for dealing with vocational aspects of guidance and counseling. (Table 11) Counselor educators in large city areas and state supervisors are especially agreed among themselves that there is need for improvement. Counselor educators in smaller communities are more nearly equally divided on the question of adequacy. To a lesser extent, so are city directors.

It is difficult to interpret self-evaluative data like these. One individual may believe his organization to be adequate or inadequate because his perspective of the whole program is narrower or broader than that of another individual. Or, an individual may give his opinion about program adequacy in relation to what he regards as a set of reasonable expectations, while another person may judge adequacy in terms of what he considers to be ideal rather than realistic. Taken in the context of professional roles, functions, and settings, we are inclined to the view that each professional group in our inquiry is judging the adequacy of counselor preparation in its own type of organization according to (1) an environmental press that seems to differ for each type of organization, and (2) conceptions of responsibility for professional preparation that differ according to the type of organization.

For example, large city counselor educators concur strongly on the need for improvement because they feel principally responsible for counselor preparation in metropolitan districts where the need for better vocational counseling and guidance is obviously acute. City directors see how acute the need is, too, but a smaller proportion of them agree that their efforts at counselor preparation need improving because they do not feel primarily responsible for training counselors to do vocational counseling and guidance. While counselor educators in smaller communities surely feel no less responsible for preparation than do their large city brethern, they may not be faced with such acute and demanding shortages of well-trained counselors. State guidance supervisors we see as quite self-consciously aware of the need for better preparation in vocational aspects of counseling and guidance, and especially of their frustration at not being able to do enough about it.

Much more illuminating than opinion poll queries on the adequacy of preparation in vocational counseling and guidance are the suggestions of educators, directors, and supervisors for improving materials and methods. (Table 12) For one thing, nearly every educator, supervisor, and director has one or more suggestions to make, including many of the people who had indicated elsewhere that they felt that their organizations' efforts are adequate. This is particularly true among counselor educators in smaller communities. Some suggestions for improvement are quite general; for example, "Provide more field experience." Others are specific, to wit: "Employ counselors summers in blue collar jobs in complex industries." In general, we think that the suggestions run the gamut of oft-discussed methods and materials, reflecting awareness of what others have recommended or done, as well as frequent disparity between what one knows and what one does. Few suggestions are deemed to be especially unique. There are somewhat different emphases among the suggestions of supervisors, directors, and counselor educators.

Information services. Among the categorized suggestions for improvement those from the state supervisors seem to emphasize developing and using more and better career and training information. (Table 12) City directors tend to concur. Counselor educators, on the other hand, seem less interested in improving information service skills and knowledge of counselors, although they do not neglect to mention this type of suggestion. Among all of these suggestions are such ideas as:

> Provide state publications of training opportunities comparable with collage catalogs.
>
> Build up materials in non-professional work areas.
>
> Lower the reading level and raise the interest level of occupational literature.
>
> Add a trained occupations librarian to the counselor education staff.
>
> Emphasize psycho-social factors more in development of career and educational information materials.

Develop and use a career information kit for training purposes.

Acquaint counselors better with less-than-degree training opportunities.

More adequate recognition that most high school counseling has a career-oriented emphasis.

Work on the development of automated career information data banks in central locations for school and university use.

Turn out counselors who really know how to find or develop career and training information, as well as how to use it.

Guidance practices. Many suggestions come under the somewhat amorphous heading of "guidance practices." These involve more or less utilitarian suggestions that avoid theory and, yet, do not stress field experience per se. (Infra) Again, the state supervisors are the most enthusiastic group, with the city directors following closely with their suggestions. By and large, counselor educators' suggestions do not group into this category. Among the ideas that drew our attention are the following:

Involve part of counseling practicum with potential college dropouts who will be entering the labor force soon.

Don't try to equip all guidance personnel to be counselors. There are many other types of guidance jobs.

Learn more about how and why people progress through various jobs during their careers.

Visit business and industry to see how people really work.

Teach how to conduct a good career day program.

Do more vocational counseling in the practicum.

> Do follow-up studies in order to develop expectancy tables for the main area vocational opportunities.
>
> Make more use of decision-making models in counseling with youth.

Didactic instruction. Another category of suggestion for improving the preparation of counselors with respect to vocational counseling and guidance is labeled "didactic." Actually there are comparatively few suggestions in this category which focus primarily on classroom learning. We supposed, incorrectly as it turned out, that the counselor educators would deluge us with suggestions for improving the didactic aspects of instruction. Not so. We do not believe this means that there is no room for improvement in the arena of the lecture hall. Rather, we are struck forcibly with a shift in emphasis from didactic to field practicum situations for learning about counseling and guidance. Perhaps the pendulum of popularity will shift back toward classroom learning some day. Until then, however, we can offer only a modest number of suggestions for improving didactic instruction:

> More thorough study of the trends in automation.
>
> Have more interchange of literature and personnel on apprenticeship councils.
>
> More and better use of audio-visual materials and tools.
>
> Develop a list of resource people, on and off campus, who could contribute to the preparation of counselors.
>
> More study of vocational and educational development in early childhood.
>
> In your concern for vocational development theory, don't neglect career information skills.
>
> Study vocational and technical students' problems, as well as college students'.

Conduct a short course in developing job analysis schedules.

Require courses in psycho-social foundations of work and of human behavior.

Plan counselor education curricula in large blocks, rather than discrete courses.

More study in economics.

Develop a theoretical rationale for practicum in occupational information.

Question seriously the belief that man must continue to be enslaved to the concept of work.

Field experiences. Without question, the single most popular type of suggestion for improving vocational counseling and guidance involves the use of field experiences of one sort or another. Despite their earlier stated tendency to be satisfied with the adequacy of their program, counselor educators in smaller communities are prolific in their ideas for improving field experiences, although city directors, state supervisors, and large city counselor educators all contribute. Surprisingly, perhaps, state guidance superivsors offer the fewest suggestions. At any rate, this group of suggestions seems to imply a wave of popular desire for more emphasis on preparing counselors by getting them out of the classroom and onto the streets and in the schools. We are inclined to applaud the trend, if that is what it is, but we are also disposed to wonder and regret that didactic learning may shrivel and dessicate from neglect. Frankly, it could hardly afford such a fate. Is there no body of knowledge and theory that is worthy of learning? Are we being forced to resort more and more exclusively to the patent inefficiency of field experiences as the primary mode of professional training. These are questions that occur to us as we view the enthusiasm for more and more field experiences.

Among the many suggestions for improving field experiences, the most popular is simply to call for more and better use of them. A selection from the remaining ideas would include the following:

> Provide a series of eight-week experiences, six of which are spent observing work and counseling situations, with two weeks spent in developing a report of the learning.
>
> Require practical experience in a school setting, not just in a counseling laboratory.
>
> More pre- and post-practicum field experiences.
>
> Continuing summer work experience in state employment offices.
>
> It takes at least five years to develop a journeyman vocational counselor, during which time he should have plenty of pre-job and on-the-job supervision.
>
> Internship is a must.
>
> Much more contact and work with vocational education people.
>
> Supervised practicum in group approaches to interpreting individual appraisals and career and educational data.
>
> Have counselors work summers in various types of businesses and industries.
>
> Have counselors participate in professional meetings of employment service and vocational education personnel.
>
> Make greater use of workshops for counselors already in the field.

City directors of guidance are more enthusiastic than any other group about workshops and seminars for people already on the job, probably because those approaches fit most neatly with their other responsibilities. State guidance supervisors do not seem to be thinking along the workshop line, although there are exceptions to this.

Other suggestions. The remaining suggestions for improving counselor preparation in vocational aspects of counseling and guidance are few and scattered. There are a few expressions of need for more supervisory staff for practicum and other field work. We find ourselves intrigued by the paucity of suggestions that involve any direct mention of research, basic or applied. There is a reference to doing job analyses, a suggestion that there be guidelines for conducting community surveys, one on how to do a follow-up study, and another on developing a career development-career information computerized data bank. By and large, however, we are impressed with the absence of suggestions that allude to the oft-espoused joining of research and instruction in counselor preparation. Even more conspicuous by its absence, in our opinion, is the concept that counselors-in-preparation might learn to be better counselors in the process of contributing a needed service to school and community. It is true that internship is advocated strongly. We suspect, however, that that suggestion is more for the sake of the student counselor than as a contribution to the needs of high school youth and their communities.

In sum, the suggestions for improving the preparation of counselors in vocational counseling and guidance appear to reflect considerable room for improvement in total programs and in details of programs, although there seems to be little that is genuinely innovative. More and better field experiences are called for, perhaps, along with improved integration with didactic instruction. City pupil personnel directors and state guidance supervisors have ideas about improving counselor education, but they are not much involved in it themselves. There is great need, not only for better materials and methods, but also for a conceptualization of vocational counselor preparation. We think that the logical integration of learning, research, and service is most fundamental to such a rationale.

APPENDIX

INVENTORY OF METHODS AND MATERIALS USED IN PREPARING COUNSELORS TO COPE WITH VOCATIONAL ASPECTS OF GUIDANCE AND COUNSELING

Please answer all questions with respect to your organization and the counselors or counselors-in-preparation who come under your staff's instruction or supervision.

1. What is your principal position relative to the preparation and supervision of counselors? Counselor educator__________; state supervisor__________; school system director__________; other (please describe)____.

2. Please identify briefly the principal competencies (knowledge, skills, and attitudes), involving vocational aspects of counseling and guidance, that you try to develop in your counselors or counselors-in-preparation:

I. Informational Materials

Please refer to the following definitions in answering the first part of this questionnaire:

JOB DESCRIPTION: The individual in a job and worker characteristics. A total description of a given job in terms of what must be done, with what tools, in what surrounding, by what kinds of people, and what the rewards for performing such activities are. Examples include working conditions, hiring practices, etc.

OCCUPATIONAL OUTLOOK DATA. Data on the probable future of an occupation. It also includes information on current demands in a given area from which one can project to the future and more general facts about the labor market as a whole in order to facilitate understanding of employment trends.

PREPARATION AND TRAINING. Schools, settings, curricula, admissions requirements, etc., where training or education can be obtained.

Please indicate by the following schema (R = regularly; O = occasionally; and S = seldom or never) the extent to which you rely on the sources below in providing counselors with Job Description, Occupational Outlook Data, and Preparation and Training information which they can use in working with secondary school age youth. You should mark R, O, or S in each column for every type of source -- 3 times for each source.

SOURCES	JOB DESCRIPTION	OCC. OUTLOOK	TRAINING-PREPARATION
3. Government agencies			
4. Private publishers			
5. Professional and industrial societies			
6. Trade associations and labor unions			
7. Newspapers			
8. Periodicals not specifically designed to relate occupational information			
9. Directly from people in the occupation or industry of concern			
10. Other (please describe)			

II. Counselor Working Skills

Using the same schema (R = regularly; O = occasionally; and S = seldom or never) please indicate the extent to which you provide counselors with training in the following activities.

Type of Experience

11. _______ Conduct manpower status and need surveys.
12. _______ Interview workers to gain insight into worker characteristics, job satisfactions, and performance requirements.
13. _______ The worker fits into his work environment.
14. _______ Conduct follow-up studies of high school graduates and dropouts.
15. _______ Develop information about entry and training requirements for jobs.
16. _______ Compare various schemes of classifying occupations.
17. _______ Compare various theories of vocational development to understand vocational behavior.
18. _______ Other: (please identify)_______________________________.

Describe what you do to provide counselors with information and skills in helping high school age youth with regard to the following aspects of training and educational opportunities:

19. Availability of opportunities for youth:_____________________________
20. Program selection and planning for youth:____________________________
21. Assisting youth with admittance to program:__________________________
22. Follow-up of students through a program:____________________________

III. Issues in Vocational Guidance

What is your current thinking and practice regarding the following:

23. The readiness of pupils to begin vocational training at high school age and how to determine readiness.
24. Emphasis on the study of vocational development rather than vocational information in preparing and upgrading counselors.
25. The relative importance of manpower needs versus vocational self-realization.
26. The relative emphasis given to didactic and/or field experiences in preparing counselors for vocational aspects of guidance and counseling.

IV. Training Programs

27. Please indicate titles and descriptions of courses offered during the past year dealing with vocational aspects of guidance and counseling.
28. Describe any workshops or conferences held by you this past year which have dealt with vocational aspects of guidance and counseling. What agencies, organizations, foundations, if any, have you cooperated with in offering such workshops and conferences?
29. How adequately do you think your organization is preparing and/or upgrading counselors for dealing with vocational aspects in guidance and counseling?
30. Outline briefly your suggestions for improving materials and methods for helping counselors and counselors-in-preparation to develop competencies in vocational aspects of guidance and counseling.

Have you prepared any published or unpublished reports of counselor preparation and upgrading dealing with vocational aspects of guidance and counseling. If so, would you enclose a copy of each report. Thanks.

Table 1

Principal competencies, knowledge, and skills involving vocational aspects of counseling and guidance that one tries to develop in counselors or counselors-in-preparation:

Category	Large N 31		Small N 29		City N 25		State N 16	
	No.	%	No.	%	No.	%	No.	%
Information								
General	0	0	7	24	1	4	1	6
Occupational	23	74	19	66	22	88	9	56
Educational	5	16	5	17	8	32	4	25
Human Development	21	68	16	55	7	28	4	25
Cultural Context	15	49	14	48	11	44	8	50
Research	0	0	2	7	0	0	0	0
Skills								
Interviewing	10	32	16	55	11	44	5	31
Group Work	4	13	4	14	4	16	2	13
Data Processing	11	35	11	38	11	44	8	50
Pupil Assessment	13	42	6	21	10	40	2	13
Research	0	0	0	0	1	4	0	0

Table 2

Job description informational sources used regularly:

Source	Large		Small		City		State	
Government Agency	22	71	20	69	17	68	13	81
Private Publisher	15	48	18	62	14	56	10	63
Prof. & Ind. Soc.	14	45	14	48	12	48	7	44
Trade Assn. & Unions	11	35	9	31	4	16	5	31
Newspapers	7	23	2	7	5	20	1	6
Periodicals	7	23	2	7	2	8	0	0
People Directly	11	35	8	28	15	60	8	50

Table 3

Occupational outlook informational sources used regularly:

Source	Large		Small		City		State	
Government Agency	24	77	26	90	21	84	15	94
Private Publisher	14	45	17	59	11	44	9	56
Prof. & Ind. Soc.	12	39	12	41	11	44	5	31
Trade Assn. & Unions	8	26	5	17	5	20	3	19
Newspapers	8	26	5	17	6	24	2	13
Periodicals	5	16	3	10	1	4	0	0
People Directly	6	19	7	24	14	56	6	38

Table 4

Training preparation informational sources used regularly:

Source	Large N 31 No.	 %	Small N 29 No.	 %	City N 25 No.	 %	State N 16 No.	 %
Government Agency	20	65	17	59	16	64	10	63
Private Publisher	18	58	20	69	11	44	8	50
Prof. & Ind. Soc.	13	42	16	55	14	56	7	44
Trade Assn. & Unions	12	39	7	24	5	20	3	19
Newspapers	5	16	1	3	3	12	1	6
Periodicals	5	16	2	7	3	12	0	0
People Directly	9	29	8	28	14	56	9	56

Table 5

Type of learning experience used regularly:

Experience	Large		Small		City		State	
Manpower Surveys	8	26	3	10	3	12	0	0
Interview Workers	14	45	11	38	2	8	1	6
Study Occupational Structure	13	42	19	66	10	40	2	13
Follow-up Studies	12	39	12	41	16	64	6	38
Entry & Training Info.	17	55	15	52	12	48	2	13
Classify Occupations	23	74	21	72	4	16	0	0
Compare Vocational Dev. Theories	26	84	26	90	3	12	1	6

Table 6

Regular program offerings in vocational aspects of guidance and counseling:

Type Offering	Large		Small		City		State	
None	0	0	0	0	22	88	14	88
Special Course	29	94	28	97	3	12	1	6
General Program	2	7	1	4	0	0	1	6
Content								
Information	12	39	13	45	3	12	1	6
Career Development	3	10	2	7	0	0	0	0
Info. & Dev. Comb.	14	45	14	48	0	0	0	0
Practicum	2	6	0	0	0	0	0	0
In-Service	0	0	0	0	0	0	1	6

Table 7

Relative emphasis on vocational development and vocational information:

Category	Large N 31 No.	 %	Small N 29 No.	 %	City N 25 No.	 %	State N 16 No.	 %
No Position	3	10	3	10	8	32	3	19
Vocational Development	17	55	13	45	9	36	5	31
Integrate the Two	10	32	10	34	7	28	8	50
Vocational Information	1	3	3	10	1	4	0	0

Table 8

Relative emphasis given to didactic and/or field experiences:

Category	Large		Small		City		State	
No Mention	5	16	1	3	6	24	4	25
Didactic	4	13	8	28	2	8	1	6
Equal or Both	15	48	13	45	5	20	3	19
Field Experience	7	23	7	24	12	48	8	50

Table 9

How and when to determine readiness of students to begin vocational training:

Category	Large		Small		City		State	
When								
No Mention	15	48	10	34	5	20	5	31
Can't Determine	1	3	0	0	1	4	1	6
Self Determination	4	13	6	21	4	16	4	25
Specific Grade Level	11	35	13	44	15	60	6	38
Junion High School	2	6	1	3	2	8	0	0
Senior High School	4	13	5	17	10	40	3	19
Post High School	5	16	7	24	3	12	3	19
How								
No Mention	18	58	11	38	12	48	4	25
Self Determination	2	6	6	21	3	12	1	6
Self & Counselor	7	23	5	17	8	32	3	19
Counselor Determine	2	6	4	14	1	4	6	38
Don't Know	2	6	3	10	1	4	2	13

Table 10

Relative importance of manpower needs versus vocational self-realization:

Category	Large N 31		Small N 29		City N 25		State N 16	
	No.	%	No.	%	No.	%	No.	%
No Position	4	13	2	7	4	16	4	25
Self-Realization	16	52	14	48	12	48	6	38
Balance	11	35	12	41	9	36	5	31
Manpower	0	0	1	3	0	0	1	6

Table 11

Adequacy in preparing counselors for dealing with vocational aspects of guidance and counseling:

Category	Large		Small		City		State	
Satisfied	7	23	13	45	8	32	1	6
Needs Improving	24	77	15	52	14	56	12	75
No Response	0	0	1	3	3	12	3	19

Table 12

Suggestions for improving counselor preparation and growth:

Category	Large		Small		City		State	
None	7	23	2	7	5	20	1	6
Information	5	16	6	21	8	32	7	44
Guidance Practices	5	16	3	10	4	16	5	31
Work Experience	4	13	4	14	4	16	0	0
Didactic	6	19	4	14	4	16	4	25
Field Experience	10	32	14	48	8	32	4	25
Increased Staff	3	10	2	7	1	4	0	0
Research	2	6	1	3	3	12	2	13
Workshops/Seminars	6	19	2	7	6	24	2	13

Research in Vocational Development: Implications for the Vocational Aspects of Counselor Education

Henry Borow

University of Minnesota

Introduction

Brayfield (1,2) aptly observed recently that vocational guidance cannot lay claim to the status of an independent scholarly or research discipline. Like many fields of professional practice it must draw its principles from a number of outside fields of study. Unfortunately, the strong flavor of pragmatism which marked vocational guidance from its inception in America as a formal movement early in the century led its pioneers to champion notions of method and to ignore sound conceptual models of vocational behavior to which such method might be applied.

Actually, vocational guidance for the first half-century of its existence did have a theory of sorts. Any attempt to deal with behavior and to make predictions about what happens to behavior when one or another course of treatment is used upon it requires a "theory" in the sense of a prior set of notions about how behavior works. But like a number of other loosely formulated theories of behavior, that adopted by vocational guidance was largely impressionistic and lacked a sophisticated network of postulates and laws tied to controlled observation.

Background paper prepared for Airlie House, Warrenton, Va. Conference on Vocational Aspects of Counselor Education, December 12-15, 1965. Sponsored by The George Washington University under contract with the U. S. Office of Education.

We are all familiar by now with the premises about behavior which are built into the trait-measurement model of vocational choice and vocational guidance. The individual is assumed to possess a large number of personal attributes, largely fixed or static, which combine in various ways to dispose him toward success or failure in given curricula or occupational fields. His choice of an occupation under guidance is a cognitive process deliberately carried out by the method of "pure reasoning," as Frank Parsons termed it. It is obvious to us today that this uncomplicated conception of occupational choice behavior slighted or distorted (a) the dynamic, needs-based character of vocational striving and preference, (b) the unconscious processes which attend the making of value choices and decisions, (c) the potential modifiability of career behavior, and (d) the psychological meanings of the human work experience. Vocational guidance in practice was, and largely remains, a technique-centered, perhaps one should say, a technique-obsessed field of service emphasizing in one setting or another the compilation, classification, and dissemination of occupational information, the selection, administration and interpretation of vocational tests, and the analysis of interview method. Attention appeared to be devoted to everything about guidance except the integral nature of the adjusting organism itself.

Beginning in the 1950's, growing dissatisfaction with the classical, trait-measurement model in which vocational guidance was anchored led to the emergence of imaginative reconceptualizations of occupational behavior. The principal benchmarks of the newer models of vocational development are now well known. Prominent among them are the following:

1. Concept of Psychological Life Stages (3): Psychological growth can be described in terms of a series of stages in cognitive,

emotional and social development. The life-stage notion provides a useful framework for the study of vocationally relevant behavior, particularly when longitudinal research designs are employed.

2. Concept of the Career Pattern (4,5): Occupational choice behavior is not confined to a single, fixed decision but is best viewed as a time-extended process involving a series of socially and personally imposed choice points. This is a lawful or orderly, hence potentially predictable, movement from position to position within the career pattern that is related to the attributes and interwoven with the life experience of the individual. The particular decision made at any choice point will depend also upon economic and social contingencies which are sometimes fortuitous, a circumstance which makes long-range occupational prediction hazardous.

3. Vocational Developmental Tasks (6): Acquiring vocational maturity involves confronting at each life stage a set of typical and necessary problem-solving experiences, the mastery of which furnishes the basis for achievement and successful coping behavior at the next successive stage.

4. Implementation of the Self-Concept (7): As part of the process of establishing a stable identity, the adolescent makes choices, both conscious and inadvertent, consistent with and fortifying to his emerging image of self. By no means all of these decisions are directly vocational in nature, but they are all part of an orderly and developing career pattern, broadly conceived.

5. Occupational Role Models (8): In acquiring and practicing adult behavior, the child or adolescent imitates the behavior of the significant adults in his experience who thus serve as his behavior role models. From the taking and testing of roles in this socially imitative manner, the subject internalizes values and braod habits of behavior such that they become relatively enduring facets of his psychological makeup. If he is fortunate in having exposure to effective adult role models, he may develop the capacity for delayed gratification of needs, take on useful habits of industry, and establish in his behavior the achievement orientation requisite to satisfactory vocational development, including rational decision-making and productive, satisfying work.

Concepts such as the foregoing have provided the means for building integrated models of occupational behavior set in a developmental, ongoing frame of reference. The value of such conceptualizations, of course, is that they allow for the generation and testing of a much wider and richer assortment of hypotheses about vocational life than is permitted by the classical and static actuarial model. It is the presenter's opinion that the model building and empirical investigations of the past fifteen years, with all of their shortcomings, have advanced our knowledge of the structure and meaning of occupationally relevant behavior far beyond the thousands of conceptually sterile prediction and validation studies of the entire first-half of the century.

A Selected Resume of Relevant Research

What have we learned thus far from the yield of the new research genre which may bear upon the issues of aim and content in counselor education? There follows below an enumeration, with brief descriptions, of some representative classes of research findings which the presenter believes must ultimately be reflected in the competence of practicing counselors and, hence, must in some significant way be incorporated into the design of professional training programs.

1. A number of motivational traits and response styles are acquired in the early formative years of personality development which, while not yet converging upon occupation, would appear to shape the course and effectiveness of the broad career pattern. Among them may be mentioned coping and mastery behavior (9), habits of industry, personal autonomy, and achievement orientation (10). Sometimes the relationship they hold to career may be more distinctly seen. For example, Rosen (11), who has analyzed achievement motivation, specified educational-occupational aspiration as one of the three major components of achievement oriented behavior.
2. Children appear to acquire powerful prestige stereotypes of occupations from the general culture without having to learn them formally or deliberately. Gunn (12) has shown, for instance, that, children cannot handle the concept of ranking occupations in a stable and meaningful way before fourth grade, are able to rank occupations meaningfully as fourth and fifth graders but invoke a service or social usefulness criterion in doing so and tend to see all jobs in a favorable light, begin to rank jobs by their status-conferring potency by the time they are seventh graders and arrange

occupations in their minds very much the way adults do by the time they reach the tenth grade. Confirming evidence comes from Richard Nelson's (13) study and others. Children thus assimilate negative views of many occupations as they move through middle and late childhood and, correspondingly, restrict in a premature and ill-considered way the range of occupations they will later contemplate as possible careers. It is obvious that children do not wait till the schools begin to teach about occupational life before forming concepts and values about work which subtly but powerfully affect career-related decisions.

3. Younger children do not appear to distinguish between occupational aspiration and occupation expectation. For a second or third grader, to want a certain vocation is tantamount to having it. Ginzberg (14), Slocum (15), and others have shown that the limiting factors of personal attributes and economic reality enter career choice deliberation more prominently with advancing age, although not all studies agree with Ginzberg's conclusions about the age of onset of this period of tentative choice. Indirect corroboration of the position that reality-oriented behavior increases with age is provided by O'Hara and Tiedeman's (16) research report in the Harvard Studies in Career Development series. They found that self-estimated and objectively determined scores on interest, aptitudes, and values, in that order, converge on one another between the ninth and twelfth grades, and they infer that a process of progressive clarification of the self-concept occurs

during these secondary school years which provides a firmer base for realistic planning and choice.

4. Stability of occupational preference also tends to increase with age. Tested vocational interest becomes more stable in mid-adolescence and relatively durable in the early twenties. Many studies agree with Schmidt and Rothney's (17) finding that vocational choices fluctuate fairly commonly during the high school years. There is also a disparity between preferred and expected choices, academically less successful students and those of low socioeconomic class membership scaling down their expectations considerably more than is typical of academically successful students and of subjects from higher-level socioeconomic backgrounds.

5. Perhaps because vocational motives are not yet strongly developed, occupational information is quite limited, and preference yet quite unstable, devoting the counseling of junior high school students to an evaluation of the wisdom of stated vocational choices or to the working out of specific vocational choices seems unjustified. Super and Overstreet's (18) widely cited conclusion on this issue is that the vocational development of ninth grade boys is best viewed in terms of a criterion of planfulness, an orientation and disposition toward planning for the future rather than the making of specific occupational decisions per se.

6. In light of the shifting concern in the occupational study of pre-adolescents and young adolescents from earliness and specificity

of choice toward more useful developmental criteria, a number of investigators have been at work on the development of new measures of vocational behavior. Promising among these are Crites' Vocational Development Inventory (19,20), a questionnaire form, and Gribbons and Lohnes' Readiness for Vocational Planning Scales (21,22), based on a semi-structure interview technique. A few years ago, Harris and Clark constructed a sense of Responsibility Scale which appears to merit use in vocational development studies. While none of these instruments has yet produced unusually impressive findings, this presenter believes that they open to researchers the most promising avenues of attack we have had on the description and norming of career development behavior across age, sex, ability, and socioeconomic subsamples.

7. In agreement with the common belief, the quantity and quality of occupational information generated by children at both elementary and secondary school levels are distressingly poor. At least two studies (Super and Overstreet, Nelson) have indicated that children of high intelligence and upper social-class membership are somewhat better informed about their preferred occupations than are other samples of students. (23,24) A common charge about lack of realism in the vocational planning of high school subjects centers on the findings that students frequently voice occupational preferences that are too ambitious for their announced educational plans. A survey involving a national sample of boys aged fourteen to sixteen years report that only 18 per cent of the subjects possessed a

clear picture of the steps which would have to be taken to qualify for their choosen field. (25)

8. As previously noted, the broad, social stereotypes carried by occupations are associated with the attractiveness or lack of appeal they have as potential career choices for youth. (26) In fact, it is very questionable whether objective and factual occupational information per se is as potent a determinant of occupational preference and aspiration as the broadly framed images of jobs as social ways of life. The precise manner in which these style-of-living occupational images are so universally and persuasively acquired is not yet fully understood.

9. In general, the rate of vocational development is associated with social class status. Culturally disadvantaged and deliquent youth evince slower and more sporadic development. (27) Tentative evidence suggests that the eroding effects of cultural impoverishment apply not alone to general social discomfort and unsatisfactory scholastic motivation and achievement, but to occupational planning as well. That some studies show that disadvantaged adolescents make earlier vocational choices is not an index of precocity in vocational development so much as a matter of their having come to the end of the line in educational opportunity and being forced to seek entry into the labor market as a way of avoiding utter purposelessness.

10. Respondents in both American and British surveys cite outside work experience as highly influential in the making of definite

overt vocational decisions, especially so when the outside jobs have been in a field related to the preferred occupation. (28,29) The significance of this finding for work-study programs and for vocational education programs in general seems immediately apparent, particularly in view of the general effect of heightened formal schooling requirements in delaying entrance of a substantial segment of youth into full-time work.

11. Evidence not conducive to the building of high morale and feelings of self-importance among counselors comes from studies on who influences the vocational choices of students. In Slocum and Empey's (30) studies in the State of Washington, students were more likely to point to outside work experience than to persons as the single most important factor in choice. Among human agents, parents were named most commonly by women students. Frequent mention was made also of the influence upon vocational choice of teachers, relatives, and friends. Wilson's (31) study among English secondary school subjects yielded similar results. Counselors are rarely named. It would be of considerable interest and importance to the counseling profession to know why. One reason would appear to lie in the fact that many student counselors, owing perhaps to lack of interest, lack of self-confidence, unfavorable student-counselor ratios, conflicts in duties, or some combination of these conditions simply do not perform vocational counseling as such. Pertinent here, too, is Dr. Kenneth Hoyt's observation that the counselor's influence on the total life of any student is probably small and the counselor must learn to live with this reality. Yet it seems likely that the counselor has potential for influence that is greater than is

generally achieved. Krumboltz and Varenhorst's (32) recently published study, for example, demonstrated that ninth-grade students lent greater credence to statements that were fictitiously attributed to counselors than when ascribed to peers or parents.

12. In an age in which the centrality of work in human life is being questioned by some authorities, work clearly occupies an increasingly prominent place in the lives of women. (33,34) Indeed, the fact that the percentage of persons of labor force age who are currently employed in the United States is substantially unchanged from 1910 (despite drastic declines in the percentage of workers at both ends of the age scale) is traceable to the growing importance of woman's role as worker. Approximately one of three American workers today is female. About two out of five women of working age are currently in the labor force. The image of the typical female worker as a young woman who withdraws permanently from the labor force when she starts her family or when her husband becomes more financially secure is palpably false. About 35 per cent of married women are now gainfully employed. Nine and one-half million women with children under eighteen years of age are employed. A modest estimate from the Bureau of Labor Statistics holds that the average working life expectancy for today's high school girls, irrespective of marriage and family contingencies, is 25 years. More frequently than men who face military service, the careers of women are interrupted by the obligations of marriage

and family. Yet curriculum revision and school counseling have largely ignored these insistent realities. (35)

13. Personality structure converges upon the career history. Most will recall that Roe (36) hypothesized a determinable relationship between early child-rearing climate and latter vocational choice. While Roe (37) now concedes that the relation of early life experience and personality to occupation may be more complex than she once believed, there seems little cause to doubt the impact of personality on vocational development. Holland's (38, 39) work strongly suggests that preference for occupational labels may be related to general personality style, a view shared by certain other research workers. Getzels and Jackson's (40) highly creative subjects differed from the highly intelligent (but not highly creative) subjects in the quantity and range of their expressed vocational interests. It is to be hoped that future research will chart the connections between the personality variables and career pattern behavior in fuller detail.

14. It may be useful to identify some gaps in the topical domain of empirical research. No general concordance is found among research workers about the rate of vocational development. For example, not all investigators produce findings which agree with Ginzberg's proposed age ranges for the fantasy, tentative, and reality periods of vocational development. Secondly, while industrial psychologists and sociologists have learned much about the relation of actual working conditions to worker morale and

performance, we must repeat the earlier observation that little is yet known about how children acquire their occupational valuing system and vocational motives. Finally, while work is proceeding on new approaches to the clustering of occupations on the basis of their common loadings of human attributes, no definitive system for the functional sorting out of fields of work is yet at hand. The newly published Third Edition of the Dictionary of Occupational Titles, while admitedly an important research and counseling tool, represents only a very modest step in this particular direction. We can only say with some confidence that the fluid nature of the changing social and technological order will require more frequent job changes in the future. We must therefore discover the work rubrics possessing the highest degree of communality, and hence transferability, from job to job as the basis for devising radically new occupational classification system for use in training and guidance.

The Future Face of Counselor Education: A Vocational Profile

No simple, clearly discernible relationship may be claimed to exist between research discovery in the field of vocational development, as herein reported, and the need for curriculum revision and new training methods in counselor education. The results of research do not have singleness of meaning for all who are concerned with the preparation of counselors. There is, moreover, the question of the underlying social values and aims in counselor education, and research findings have only a tangential rather than focal relation to this fundamental issue. Nonetheless, one can hardly dispute the claim that our expanding views of occupational behavior call for a searching reappraisal of counselor education programs with a view toward effecting substantial modification both in content and method.

Admittedly, the implications of research findings in vocational development for counselor education, as enumerated below, are idiosyncratic. They represent one observer's provisional judgment about some of the new directions we must travel in the preparation of qualified counselors in view of what we now know. Others will study the same research findings and emerge perhaps with a somewhat different set of implications and recommendations for training policy and practice. As a matter of fact, others have already done so in their own way. The presenter is aware of the recommendations for training, some consistent with and others incompatible with his own, that grew out of the report of the commission on Guidance in American Schools, (Wrenn Report), out of the 1964 Greyston Conference, and more recently, out of the June 1965 Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors (McGowan Report). The presenter's recommendations should be interpreted against the backdrop of the crucial importance he attaches to the sphere or work within the total psychological life process and his conviction that school counseling is now generally bedeviled with archaic assumptions and practices which violate both the realities of today's occupational universe and the newly emerging facts about the vocational development of youth.

It will be obvious that the adoption of even a few of the recommendations that follow below would require a marked lengthening of the counselor education curriculum. In the presenter's view, the 30 hours of graduate semester credit or 45 hours of graduate quarter-term credit which have been required in many programs are grossly inadequate to equip counselors-in-training for the formidable task which will confront them. Such programs are unrealistic, too, when judged against the expectations and demands which society now sets for counselors. It seems unarguable that counselor education programs will have to grow in length, quality, and disciplined rigor.

1. The study of the development of vocationally relevent motives must extend into early childhood. The secondary school counselor's ability to understand and help the student with vocational problems does not rest entirely with a cross-sectional analysis of present behavior. If it is to assist with the process of vocational development, counseling must become as sensitive to pertinent concepts and findings of child psychology as it has been in the past to those of the psychology of individual differences and of adolescent psychology.
2. Counselors-in-training must learn to view the student's emerging vocational motives through a developmental prism. If he were to acquire an appreciation of the fact that the criteria of vocational maturity differ with the particular developmental tasks and capacities that typify and differentiate successive life stages, the counselor would more effectively resist preoccupation with problems of choice and the temptation to restrict the aim of counseling to choice-making alone.

3. Personality variables associated with the capacity to achieve at a successful level in academic work and, ultimately, with the capacity to perform useful and satisfying work must be better understood by counselors. Thus, the study of how general personality theory and vocational development theory converge on each other should be part of the counselor's formal preparation. For the counselor, to learn that parental encouragement of independence and parental rewarding of acts of constructive independence nourishes achievement motivation in the child and influences both his aspirations and the effectiveness of his coping behavior is to deepen the counselor's insight into psychological growth processes.

4. Much greater attention in the curriculum of counselor education should be devoted to the dynamics of social class phenomena. The typical school counselor's generalized image of the student, what motivates him and what his values are, is often highly inaccurate. Even when he recognizes that the student is not academically oriented and rejects certain aspects of "proper", middle-class culture, the counselor may feel perplexed and threatened. The study of cultural disparity and the analysis of the forces of social disorganization should be part of the training experience of all counselors who will meet a heterogeneous range of students in their professional work. Ideally, counselor education should function to eliminate the counseling bias which has in the past favored the high achieving, socially compliant,

upwardly mobile youth. The training of counselors must be concerned with the cultivation of sensitivity about the social motives and perceptions of counselees of widely differing socioeconomic class origins, particularly of culturally disadvantaged and socially alienated counselees and those who are caught up in culture conflict. The societal values, school-oriented emphases, and verbal techniques with which conventional counseling has been imbued have not generally been found to be applicable to such counselees, at least not in the earlier stages of the counseling relationship. Increasingly, counselors will need to equip themselves with or at least understand, the conceptual tools of the social worker and cultural anthropologist if they are to come to terms with such individuals and offer them effective help.

5. Vocational aspirations and plans, and the general course of vocational development itself, are not immutable. They are the products of a complex of antecedent sociocultural conditions and are, within limits, subject to change. As we have seen, traditional vocational guidance preoccupied itself with prediction rather than with the modification of vocationally relevant behavior. Contemporary vocational guidance can do better. Vocational development is not a static, predetermined process. It can and should be systematically influenced. Through continuing research, counseling must identify experience variables which facilitate the development and effective expression of educational-vocational motives and must learn how to apply knowledge of these variables to the shaping

of vocational development. If this ambitious aim is to be attained, the insights of modern learning theory and practice must be brought to bear upon the preparation of professional counselors. As a beginning, counselors should familiarize themselves with the current vigorous movement in behavior modification theory and reinforcement counseling. While this movement has thus far centered chiefly on therapeutic counseling, it has clear and direct import for the work of educational and vocational counselors as well. It seems safe to predict that the literature of counseling and guidance will signal a quickening of interest in behavior modification techniques. Not the smallest part of this interest will attach itself to the problems of facilitating vocational development processes and of maximizing the prospects of vocational maturity.

The revamped curriculum of counselor education will need to stress learning theory and practice with reference to the behavior modification functions of the counselor. Current concerns about the ethicality of behavior modification aims seems to the presenter to be no greater than the moral concern we have ever felt when we have entered into the lives of people and tried to influence them. Is not all education a planned attempt at behavioral change? Does the fact that we now have the prospect of a better technology at our disposal make what we do any less ethical?

6. Some years ago, the argument raged as to whether the schools needed a specialist to discharge guidance functions or whether these activities should be left in the hands of the classroom

teacher and homeroom teacher. More recently, the school counselor has established his distinct professional identity but he has been somewhat self-conscious and protective about his new image. It is time now that the counselor-in-training be thoroughly and systematically exposed to the social psychology of the school, his place in it and in the network of sometimes harmonious, sometimes dissonant assumptions, values, objectives, and practices. When we consider the ambitious expectations that are held for today's counselor, it becomes clear that the counselor cannot effectively work as a wholly autonomous agent of the school. That part of the complex socialization process by which the student acquires attitudes, motives, and skills relative to the worker role is dependent upon many agents and agencies of behavioral change other than counselors alone. The traditional one-to-one relationship in counseling which we have cherished and perhaps overvalued will, of course, continue. But it is quite likely that the conception of the counselor as a room-bound agent of behavior change must be critically reappraised. The counselor of the future will likely serve as a social catalyst, interacting in a two-person relationship with the counselee part of the time, but also serving as a facilitator of the environmental and human conditions which are known to promote the counselee's total psychological development, including vocational development.

The 1965 Cubberley Conference at Stanford University, titled "Revolution in Counseling," stressed the potential role of the counselor as an effective arranger of the total school environment in promoting the improved psychological growth of students. Inevitably and increasingly, it would seem, counselor education must find ways of training the counselor to function broadly as a significant agent of social change in an interlocking system of many specialists within the formal institution that we call the school.

7. Vocational counseling, which was originally the province of social workers in this country, has once again become a prominent activity in out-of-school governmental and voluntary social agencies. School counselors have sometimes hermetically sealed themselves off against those outside agencies and have too often betrayed an attitude of indifference or contempt toward their services. The recent spate of federal enactments involving vocational help for the disabled, the technologically displaced, and out-of-school youth should have made it clear to school counselors that they hold no monopoly on the helping relationship. In fact, where vocational aspects of counseling are concerned, the more significant work appears to be going on in non-school agencies, in quantity, at least, if not always in quality.

The psychological needs of youth including those needs anchored in vocational development, are continuous and are not restricted to one specific life stage of institutional setting. Counselor education programs, with their traditional concern about in-school problems and adjustments, have in the past largely ignored this reality. Training which makes the counselor-to-be more keenly aware of the extramural problems of youth and of the agencies established to serve youth can lead to closer cooperation between counselors at different educational levels (elementary, secondary, college) and between school counselors and those in other settings (public employment service, social work agencies, rehabilitation centers, youth opportunity centers, and the like). Counseling services, when articulated in this way across institutions and age periods, constitute a good example of what the idea of developmental counseling can become in practice. A recent significant attempt in this direction was the June 1965 Invitational Conference on Government-University Relations in the Preparation and Employment of Counselors. Counselor educators would do well to study the report of this conference recently released under the editorship of John McGowan.

8. One might hope that somewhere in the expanding curriculum of counselor education a place may be found for the study of curricular problems. The long-standing habits of thought which require complete separation of problems of curriculum from those of counseling are unfortunate. The counselor's goals for students can often be mediated through the formal curriculum if the latter can be manipulated.

A new approach to curriculum-making is called for. Traditionally, the establishment and revision of school curricula have been based on impressionistic and *a priori* conceptions of student capabilities and social needs. As a resource specialist who possesses useful knowledge of student motives and of developmental and learning processes, the counselor can contribute importantly to the analysis of problems of curriculum revision, particularly where culturally disadvantaged and nonacademic youth are concerned. Recent pilot programs with such youth in some school systems have lent tentative support to this recommendation. The need for the counselor's involvement with curriculum is particularly urgent in programs of vocational education. A heartening current trend is that which involves long overdue cooperation between vocational education researchers and counseling specialists in experimental projects under the Vocational Education Act (e.g., the National Interdisciplinary Seminar on Occupational Guidance in Vocational Education, to be held at The Ohio State University in January, 1966).

9. Two other suggestions for improving the formal program of counselor education should be mentioned briefly. First, it is well known that school counselors tend to confound curricular counseling with vocational counseling. Their limited knowledge of the outside occupational world, its requirements and problems, leads them to prefer curricular counseling or program advising to vocational counseling. Some institutions which encourage short industrial internships for their counselors-in-training report increased counselor sensitivity to problems of employment, the hiring requirements of industry, and the school work transition

problems of the recent graduate. If industrial internships were to become more nearly standard in the training of counselors, we should probably witness an upsurge of appreciation of the phenomena of vocational development and an upturn of genuine vocational counseling in the schools.

Finally, while most school counselors cannot realistically be expected to make major contributions to research in the field of vocational development, the future advancement of vocational guidance as a vaible profession may depend in part on the research performed by actual practitioners. Brayfield (41) has argued persuasively that the practicing counselor is an important participant in occupational research and he cites three important contributions that the practitioner can make to the research enterprise. The best counselor education programs of the future, it is hoped, will balance the teaching of principles and practice with the cultivation of appreciation for the research enterprise and the transmission of functional research skills.

A final comment about the future development of counselor education in light of the recent work on vocational development and the increased demands on counselors for high competence. In a word, I would not be so concerned with what to eliminate from the counselor education curriculum as with what I should add. And what I should most assuredly add, as many of my previous recommendations may imply, is a strong and pervasive accent on the behavioral and social sciences.

SOME PROPOSED NEW DEVELOPMENTS IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION

John W. Loughary
University of Oregon

Introduction

We agree, I think, that vocational guidance is not limited to providing occupational information to counselees, and therefore the related aspects of counselor education are not limited to such things as memorizing DOT codes and noting sources of free and inexpensive occupational information. Nor, on the other hand, does it help very much to reason that because all behavior is in a sense vocational behavior, all guidance is vocational.

For purposes of this paper vocational guidance is concerned with what counselors and others do to facilitate the process which eventually leads the individual to one or a series of relatively stable occupations. Therefore, planning for counselor education necessitates an identification of desired counselor behavior, and more basic than that, specification of desired counselee behavior.

We need, then, a model for conceptualizing the kinds of behavior with which we are concerned. In order for such a model to guide research and development in vocational aspects of counselor education, it must provide at least tentative answers to the following questions:

1. What do we mean by vocation?
2. What are the general components of the process of vocational development?
3. Which aspects of the process can be influenced significantly by counseling functions?

The first question is important, in general, because of the changing meaning and function of work in our culture. It has specific importance here because of a distinction I will make between vocation and job -- both of which occupy one's time, but for possibly quite different reasons. The second question is important for the purpose of relating independent research and program development efforts. It should provide a basis for identifying several manageable areas of research and development, and in such a way that results will be useful to total program development. The third question is aimed at deriving priorities for program development efforts suggested by the model.

The model suggested, therefore, is not one of counselor education, or of vocational guidance. Instead, it attempts to conceptualize the vocational development process. The process of vocational development is viewed as one of making decisions, and involves the individual's constant attempts to acquire, evaluate, and personalize information. The model was developed with the aid of two colleagues, Martin Acker and Oscar Christenson. It is offered as tentative: an early version of what we hope to evolve eventually.

The Process of Vocational Development From an Information Point of View

Assumptions

As do most models, this one includes underlying assumptions. Those of which we are aware and believe important are listed below.

1. The belief that one's job (occupation) can provide a financial income as well as a major means of satisfying and utilizing one's aptitudes, competencies, and interests is unrealistic for an increasing proportion of the population.
2. Job is defined as the activity(s) by which one earns his living, and vocation, as that activity(s) which serve(s) as the major source of self-fulfillment -- that is, from which one derives major psycho-social direction and identification. It is, of course, possible for one activity to serve both functions. (I have elaborated on this notion elsewhere /Loughary, 1965/ and will not repeat that presentation except to point out that the proposed definition allows the individual to deal with (a) preparing for and finding a satisfactory vocation(s) and (b) obtaining a job as separate problems.)
3. The job (as defined above) placement process will make use of computer technology and will become an increasingly precise function.

4. The counselor's function regarding the provision of vocational information is that of maintaining and controling a system by which he can identify and retrieve specific information relative to the decisions being made by counselees. Ultimately, this implies that in-school or in-agency collections of information will be eliminated in a large part. Instead, needed information will be identified, retrieved, used, and returned to a storage system for updating. The system would be very comprehensive and serve a great number of agencies. It also means that a resource would be available for research regarding effective ways of organizing, presenting, and preparing information.
5. The vocational aspects of counselor education, while in significant part a component of resident education, must continue throughout the professional career of counselors.
6. Vocational exploration at a level of abstraction lower than a verbal level is required by most individuals in order to achieve a useful (in regard to decision making) understanding of the total implications of a job and/or vocation for which they may decide to prepare.

I would like to make it clear at this point that I am not substituting the job-vocation distinction for the traditional vocation-avocation concept. I mean the difference to be more than a semantic one. Webster defines avocation as "something one does in addition to his regular work, and usually for fun," and vocation as "any trade, profession, or occupation." Historically most people have derived their personal sense of importance, well-being, or purpose in large part from that thing they did to earn a living -- namely their vocation. Most people also carried on some kind of avocational or recreational behavior. My contention is that an increasing number of jobs will not serve this dual function (income and purpose), and therefore an increasing number of people will need to:

(1) Hold a job for purposes of earning a living,

(2) Engage in recreational or avocational activity in order to relax and have fun, and

(3) Carry on serious work behavior of a more complex nature than their job in order to achieve a sense of purpose and self worth.

While for many, one kind of activity might well satisfy all three types of requirements, vocational planning should recognize the three kinds of needs implied.

I do not wish to continue the job-vocation terminology if it is confusing, but neither am I willing to settle for the vocation-avocation distinction because it misses the point -- which I currently believe to be a valid and important one.

Further, in regard to work, I am not suggesting that work is losing its value in our culture but rather that its value is changing. We have already reached a point where work, defined as job, is not a way of life for everyone. Those who doubt this should spend some time talking with an educated truck driver, stamp press operator, mail carrier, or card punch operator, for example. These jobs are not a way of life for many who hold them. They may be acceptable ways of making a living, but little else from the point of view of the individual.

The failure to make this distinction, in my opinion, is an important reason why counselors fail to provide effective vocational guidance for so many. They persist in assuming that each counselee can find a job which will also provide a way of life, satisfying all the needs which that implies, and this is simply not consistent with the real world in which we live.

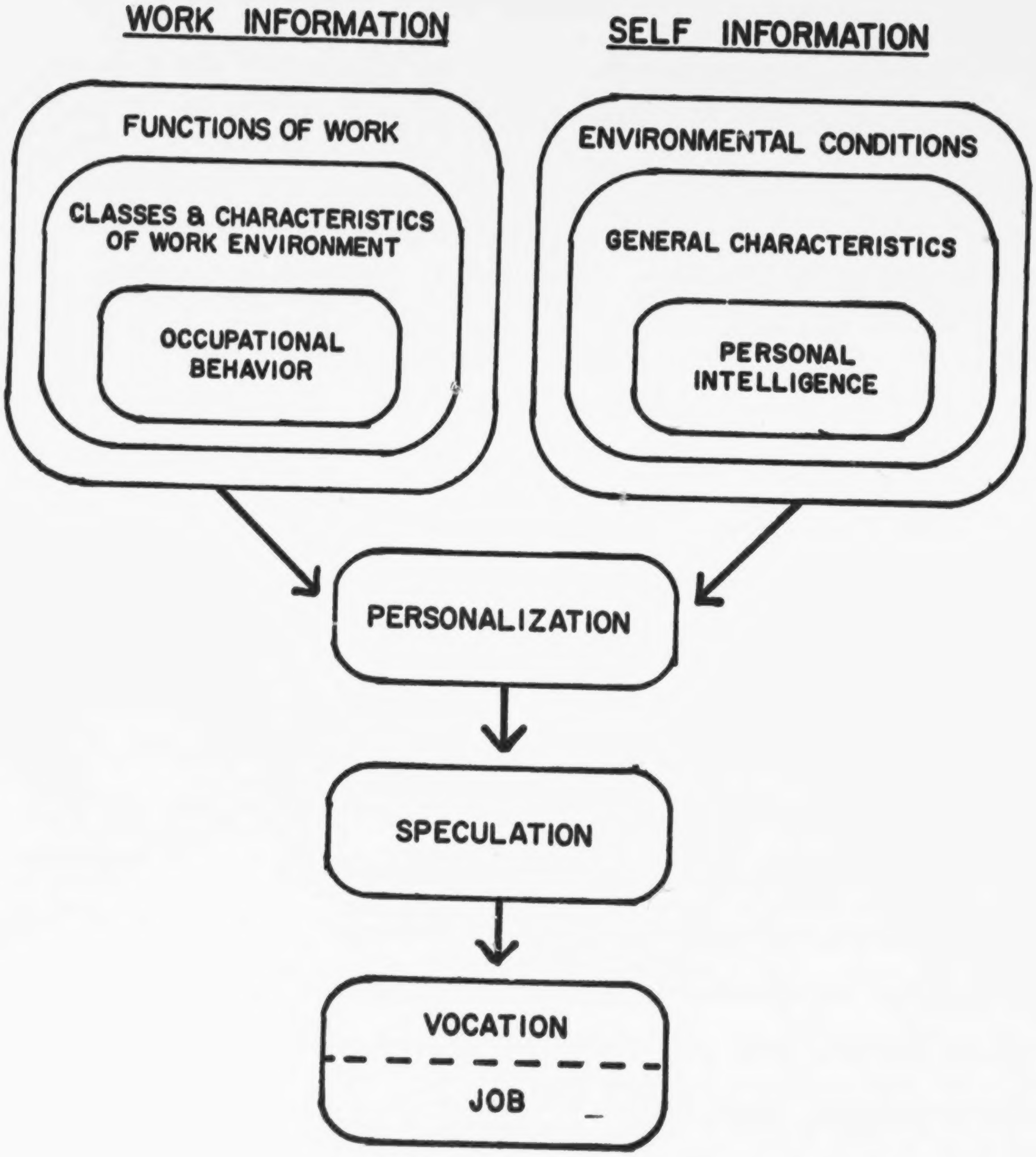
Information and Process

The diagram in Figure 1 attempts to portray in general terms the process of vocational development from an information processing perspective. The process, as indicated above, is essentially one of the individual obtaining various kinds of information and making decisions which move him toward satisfactory job and vocational status.

As shown, vocational development and job preparation-acquisition involve acquiring information about work and self. Three work information constructs are included and can be thought of as the individual's need for three kinds of information. First, there is the need to understand the functions of work in society (e.g., economical and social control). Second, and more specific, is the need for information regarding classes and characteristics of different work environments. Such an understanding is important for making decisions about what one wants to do. For example, while all secretaries perform many similar tasks and possess common competencies, differing work environments result in different jobs from the worker's point of view. In this sense the occupation

FIGURE I

THE PROCESS OF VOCATIONAL DEVELOPMENT FROM AN INFORMATION PROCESSING PERSPECTIVE


WORK INFORMATION
SELF INFORMATION
FUNCTIONS OF WORK
CLASSES & CHARACTERISTICS OF WORK ENVIRONMENT
OCCUPATIONAL BEHAVIOR
ENVIRONMENTAL CONDITIONS
GENERAL CHARACTERISTICS
PERSONAL INTELLIGENCE
PERSONALIZATION
SPECULATION
VOCATION
JOB

of a secretary is different in a government agency than in large private corporations, and both are different from the secretary in a professional office. Finally, there is the need for information regarding specific work behavior; i. e., competencies or skills involved in occupations.

With regard to information about self there are also three constructs representing kinds of information needs. First, and most general, is an awareness of personal significance of the environment in which one lives. For example, what is the significance of one's geographic location, family background, social status, community, religion, school, etc.

The second kind of information about self is more specific. It is illustrated by, but not limited to, the kind of information we are familiar with regarding aptitudes, achievement, personality, interests, etc. While I have some concern over the traditional manner of organizing and presenting such data (normative) and would like to see more done with the notion of absolute measures, the kind of information is similar.

The third level of self information is much more nebulous. Perhaps it is simply an idiographic understanding of the other two kinds of information, but at this point it seems something in addition to that. Each of us would seem to have very private, very intimate information about ourselves, something beyond that obtained through "objective" measurement, which, if organized and sorted appropriately, can be extremely useful in planning and deciding about vocations. For example, even prior to adolescence we have experience working under pressure, following schedules, and pursuing assigned tasks under supervisory conditions which we find objectionable. From such experiences the individual builds up a store of highly personal information about himself which can be useful for making decisions and plans for future activities.

Both information about work and information about self are changing continually, and this should be kept in mind while considering the diagram. More about this below after commenting briefly on the remaining components of the diagram.

We have suggested that both information about work and self are continually available (or potentially so) to the individual, and the first task is to acquire that which is pertinent. The second component of the process is what we have labeled personalization and involves merging, sorting, organizing, and abstracting the two classes of information so as to maximize their usefulness to the individual.

The next component, speculation, involves behaviors aimed at testing and experimenting with potential vocations and jobs. These behaviors are based on and generate from the results of the personalization component, and include the kinds of things usually involved in preparing for an occupation. Speculation has traditionally been done primarily at the verbal level (reading about a job, college, or a career, and attempting to imagine what they would be like) or consisted of exploratory behavior in real situations. This component offers tremendous potential for increasing the contribution of counselors, and thus has exciting possibilities for new developments in the vocational aspects of counselor education. I will elaborate and illustrate later.

The last component refers to the individual entering a job and vocation in the real world. It should be noted that the components of the system are not discrete. They overlap and can occur simultaneously.

However, for purposes of guiding research and development efforts in counselor education, they can be considered useful as an aid to determining valid and manageable areas of concentration.

The ever changing status of information is further illustrated in Figure 2. Here it is suggested that for any given individual the relationship between (1) functions of work, (2) characteristics of work environment and occupational behavior, and (3) self, changes continually. The forces of change are of two kinds from the perspective of the individual: (1) those controlable and influenced by the individual, (2) those not under control or influence of the individual. Obviously, the greater the control or influence maintained by the individual, the less he will be influenced by chance and the control of others.

Research and Development Problems

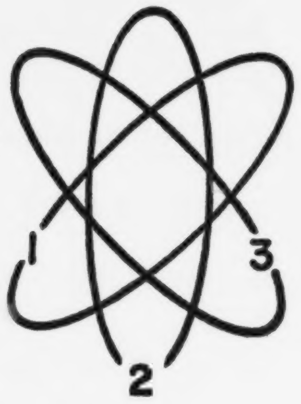
The last (next) section of the paper contains brief descriptions of several specific prepared new developments in the vocational aspects of counselor education. The limitations of time and space restrict the number of illustrations which can be provided. The present section of the paper attempts to compensate by outlining a more representative list of research and development questions derived from the model. Several problems are listed for each component of the model.

Work and Self Information

1. The work information constructs denote different levels of information specificity. What are the relationships between levels? For example, what effect does a particular attitude

FIGURE 2

THE DYNAMICS OF
VOCATIONAL DEVELOPMENT



1 THE FUNCTIONS OF WORK

2 CHARACTERISTICS OF WORK ENVIRONMENTS AND SPECIFIC OCCUPATIONAL BEHAVIOR

3 SELF

regarding the function of work have on one's perception and evaluation of various work environments, and upon specific job tasks?

2. What are the important variables which need to be considered in designing work information presentation procedures and materials? (e.g., age intelligence, past experiences, and interest)
3. How much and what kinds of information are needed in order to make satisfactory decisions about vocations and jobs?
4. Do media differ in regard to effectiveness of communication? If so, which media are most appropriate for various kinds of information?
5. *How much and what kinds of self* information are necessary to achieve adequate self-understanding for vocational development?
6. What are the maximum limitations regarding the amount of information which counselors and counselees can use effectively at any given time? What are the most effective ways of summarizing personal information?
7. How can counselees learn to identify useful personal intelligence?

Personalization of Information

1. When objective information is personalized, what changes in meaning take place? What are the major kinds of distortions which occur, and how can counselors anticipate and compensate for these?

2. What individual and group procedures are most effective for helping individuals personalize information? Can packaged systems be developed which will both aid the individual and reduce the counseling burden?
3. How can counselees learn to gain maximum use of personal intelligence?
4. Is it important to record personalized versions of information? How can such information be obtained? What formats are suitable? How should it be fed back to counselees?

Speculation

1. What levels of exploration and testing are most useful for various kinds of occupations?
2. How much speculation is needed in order to provide a reasonable basis for prediction and decisions?
3. How can the range of speculation resources be increased? Can packages be developed for general use? What resources are needed by counselors to contrive local and spontaneous speculation opportunities?
4. How can speculation innovations be evaluated?

General Process

1. Will the changing dimensions of vocational development require revisions in the parameters of vocational guidance? What changes might be needed regarding guidance for adults and working conditions for counselors?

2. What changes in counselor education programs will be needed to extend the competencies of practicing counselors?
3. How can information about developments be disseminated and exchanged rapidly and effectively within the profession?

There is the question whether these are counseling functions or not. For what reasons should they be assigned to the counseling domain rather than instruction? Let us for the present simply grant that counselors and counseling have by nature of traditional concern and professional competency a prior interest in the areas which are involved. The possibility that research and development will suggest that some are more appropriately assigned areas other than counseling should not concern us at this point.

Illustrations

Illustrations of proposed new developments in vocational aspects of counselor education are presented below. As indicated in each case, some of the projects are operational and others are in the conceptual stage.

Computer-Based Information Systems

Computers and their underlying technology offer great potential for advancing counseling. Two examples of what can be done with existing technology are given below. The first is primarily service oriented, and the initial value of the second is research.

The importance of educational and vocational information in the school guidance program is well established. Realistic and appropriate student decisions regarding educational and vocational plans depend upon accurate and adequate information. A tremendous amount and variety of information materials are available from several types of sources, including commercial publishers, special interest groups, and government agencies. As the supply of material has grown, the counseling profession has given serious attention to criteria for material construction, uses, and classification. Consequently, there exists not only a great amount of vocational and educational information for guidance but also a body of research and theoretical knowledge which can assist counselors help students make intelligent use of it.

The amount of information available to a given student or class, however, is essentially limited to what is available in the local school, supplemented by any additional informational materials that counselors or librarians might know of and obtain. Even the extensive educational and vocational information collections maintained by many schools are extremely limited in relation to what is actually available. However, were it possible for counselors to maintain nearly complete collections of educational and vocational information, such a practice would be highly unrealistic and inappropriate. The realistic objective for a counselor should not be to maintain a complete selection but rather to: (1) maintain a selected collection of materials appropriate to the particular needs of his counselees, and (2) have a system for selective acquisition of additional materials as needs change.

One means by which counselors could maintain educational and vocational information collections meeting these criteria would be through a center for current analytical data about available educational and vocational guidance materials. Such a center would have two basic requirements.

First, it should be developed as a national program. Second, it would involve a computer-based data processing, storage, and retrieval system.

The system would expand the educational and vocational exploration areas for students. Thus, the study of vocations would not be limited to the information available in a given school. In addition, the system would permit counselors to make selective use of information in terms of a variety of criteria. Not only would counselors have information about a vastly increased amount of materials, but the information would also be coded with several criteria, thus making it possible to meet relatively specific student needs.

The system could have a variety of input, output modes, including manual, punch card, document readers, typewriter, teletypes, and cathode ray tube. A counselor would be able to input requests for information, including such specifications as cost limits and reading level, and receive either lists of available information, or in some cases actual occupational information.

Data from the system would be valuable for research purposes. It would be possible to identify specific areas in which more materials and information were needed to be developed, and the record of counselor inquiries would provide valuable data regarding the work, attitudes, and competencies of school counselors. It would be possible to identify specific areas in which more materials and information to be developed and the record of counselor inquiries would provide valuable data regarding the work, attitudes and competencies of school counselors.

A second development concerns the use of computers to help establish relationship between counselor behavior and ensuing counselee behavior. The problem involves designing a data bank for storing information about:

1. Counselee characteristics.
2. Counselor behavior.
3. Ensuing counselee behavior.

Given such a system, it would be possible to determine which counseling procedures are most likely to produce the desired terminal behavior in question. Eventually counselor educators should be in a position to teach specific kinds of techniques and practices with greater assurance that they will produce desired results than would other procedures.

The problems involved in describing and specifying both counselor and counseling behavior are difficult, to say the least, but this should not deter efforts to develop the data bank described. If such a resource could be developed cooperatively by several counselor education programs, research could be more productive and less expensive than if pursued on a provincial basis.

Presentation Modes

It has been apparent for some time that written presentations of occupational information frequently fail to serve their purpose. Many individuals either won't read or don't understand the information. In part this is due to dull content and unimaginative writing style. In addition, a large number of counselees with which we are becoming increasingly concerned lack reading skills and are uncomfortable with written materials.

There is then reason to experiment with other media for conveying occupational information. I have recently been working on a system which would consist of about three hundred multi-voiced tape-film occupational information packages stored on a random access "juke box" like machine. The basic format of each package involves a theme or story line similar to that employed in the western and adventure serials heard on radio. The objective is to use media with which the counselee is comfortable and present occupational information in such a way that it makes affective as well as cognative sense to him. Photographs particularly should be an effective means of communicating certain aspects of vocational environments.

The organization of the materials and the number of packages is yet to be determined. Perhaps a number of systems will need to be devised in order to accommodate different populations. In all probability traditional classification systems will be defied, and existing standards for occupational information materials, challenged. If in the process ways of making information more meaningful and useful to counselees are discovered, then such will be justified.

Regional Closed-Circuit T.V. Clinics

Each of the components identified in the model involve functions for which counseling procedures need to be developed. As new procedures and techniques emerge, there is an equally critical need to update practicing counselors throughout the nation. Summer workshop and conferences help but are relatively cumbersome. Another way of extending counselor education to practicing counselors would be via regional closed-circuit television demonstrations, lectures, and clinics. The procedure has been useful in related fields, such as medicine. In addition to its value to individual counselors, this kind of communication could reduce provincialism and advance the art in an accelerated and comprehensive manner.

Another method for disseminating research and development findings to practicing counselors would be via pre-recorded video sonic tapes. Relatively inexpensive portable equipment is now available and undoubtedly will be acquired by counselor education programs.

Whatever method is used, technology exists which can help revitalize and extend counselor education.

Other Resources

There are a number of other areas of counselor education where innovations are needed. For example, counselors, whether in schools or other agencies, have an increasing number of professional contacts outside of their employing organization. Using the school counselor as an example, counselors need to work with representatives of Job Corps Centers, Upward Bound Projects, Head Start Projects, community college representatives, and who knows what else is to come. While most counselor education programs treat referral procedures and agencies to some degree, it seems likely that counselors must be prepared to work ever more cooperatively and extensively with people outside their organization. Left to their own devices, counselors will acquire knowledge about agencies as counselee needs dictate. This is a chancey arrangement at best and results in counselors failing to provide maximum resources for pupils. I would propose that more systematic attention be given to orienting counseling students in residence to the general services and policies of new agencies and programs. I would think it not impossible for each counselor education program to have an advisory committee made up of individuals from other agencies to help plan and implement work in this area.

A related but different kind of resource for counseling is federal funding legislation. Vocational guidance can now benefit from federal aid on the local as well as state level. Counselors can be key people in marshaling this kind of resource, and counseling students-in-residence should be made aware of the various federal aid programs and of the procedures for securing funds. More than orientation should be involved. It is not too much to expect that they know how to prepare a project proposal and applications. Similar objectives for practicing counselors could be achieved through orientation conferences and workshops sponsored by counselor education programs.

Conclusion

Each of the proposed new developments described above focuses on research and development in counseling. As these and other projects produce results, counselor education programs will need to be revised, expanded, and extended to post-residence study. This should provide for better counselor education and more effective counseling per se.

In addition, it needs to be recognized that counselors will need an increasing amount of systems support supplied by others. Particularly important are computer-based information and data processing systems and guidance packages employing new media. This kind of outside support, I believe, is necessary if counselors are to take advantage of current and future technology. It is both impossible and unwise for most school districts and agencies to pioneer every addition to their program. The concept of extensive outside support to counselors is an emerging one but is growing at an enormous rate. For example, as recently as 1960 computer manufacturers were not particularly interested in the education market or the needs of education. Now, five years later, nearly every major computer manufacturer has a division concerned entirely with educational research and development (and sales). Other manufacturing areas have taken similar steps.

To the extent that support systems affect counseling, counselor education programs must assume a responsibility for instruction and, equally important, for monitoring and guiding the development of support systems. I would not go so far as to propose something analagous to the Good Housekeeping seal of approval, but each manufacturer of guidance materials should have the benefit of advice from the profession. While the practicing counselor must be consulted in terms of the immediate and pressing needs of operational situations, the view from the larger perspective of counselor education should be included. Support systems must be based on future implications as well as current problems. They are frequently expensive to develop and, thus, resistant to change.

The concentration on research and development in counseling, which characterizes this paper, reflects the writer's belief that the critical issue in counselor education today is not how we teach but what. The problem of program development has received much attention during the last several years, and as a result one can be less anxious about inadequate programs. We now need to give our attention to research and development with the aim of increasing the amount and specificity about what counselors can do for people.

As a final comment, it must be noted that the one most significant determining factor regarding new developments in vocational aspects of counselor education is the counselor educator. The extent, pace, and significance of innovations in counseling will depend in great degree to his willingness to acquire for himself the knowledge and competencies which have evolved since completing his formal education.

Reference: Loughary, John W., Ed., and Stripling, Robert, and Fitzgerald, Paul, Assoc. Eds., COUNSELING, A GROWING PROFESSION, Chpt. 4, Washington, D. C., The American Personnel and Guidance Association, 1965.

MANPOWER LEGISLATION OF THE SIXTIES
A THREAT AND A PROMISE

Theodore J. Cote
Director of Professional Services
Division of Vocational Education
New Jersey State Department of Education

Introduction

The progress of a nation is given direction by a system of values derived by its people from its national traditions. The people constantly strive to maintain these values, and when they are threatened, they call forth their best and most appropriate resources to insure their preservation.

High among the values, as identified by Gabriel (1), that have made this country a leader among nations is one that holds that our social order is founded on the "freedom, and so far as possible equal opportunity, of the individual person to make of his life what he can in accordance with his abilities." Our economy rests on the value, "A job, no matter how humble, gives honorable status to the individual and is the normal way of life." As a nation we feel that these values are made secure by "The idea that education -- by training specialists to work in a society which emphasizes specialization, increases the opportunities of the individual person to find for himself a useful place in the community and to achieve an income commensurate with his abilities."

As we entered the present decade, the freedom of thousands to make anything of their lives was lacking, "the job" was not the normal way of life for tens of thousands, and the opportunity for growing numbers of our youth to find a useful place in the community through education had become a myth.

The people responded with the passage of federal legislation as massive as the nature of the problem itself to bring to bear all of our resources to restore these values and make the American way of life secure once again.

Purpose of the Paper

This paper will examine this legislation and the programs emanating from it in an effort to identify inherent guidance and counseling requirements and resources available to meet them. Particular emphasis will be placed on that area of the guidance field concerned with public education. The laws considered will include: Public Law 88-415, The Manpower Development and Training Act of 1962; Public Law 88-210, The Vocational Education Act of 1963; and Public Law 88-452, The Economic Opportunity Act of 1964. While not strictly within the purview of the paper, Public Law 85-864, The National Defense Education Act of 1958, will be alluded to frequently as an appropriate point of comparison. To avoid repetition, the various pieces of legislation will be referred to throughout the paper by their initial letters.

Shifting Emphasis of the Guidance Program

The National Defense Education Act of 1958 was motivated by a national manpower problem -- the lack of scientific and technical personnel. Since the occupational target was quite specific, the major emphasis of the Act was on "education" -- higher education. The target group was also specific, youth with potential as engineers or scientists -- youth with academic talent. The Act, with this emphasis, exerted a strong influence on a shift in the guidance profession already under way for some time from the earlier George-Barden focus on "vocations" to the newer focus on "education," despite the admonitions of the National Manpower Council, Educational Policies Commission NEA, White House Conference on Youth, The Conant Report, and other national commentators regarding the importance of the vocational aspects of guidance to all youth and to the total manpower posture of the Nation. In any event, the guidance profession was called upon under provisions of the NDEA to bend its energies toward the identification of youth with talent throughout the country and to the encouragement of these youth to go on to fully develop their academic talent through college study.

The legislation under consideration was also stimulated by national manpower problems, in this case, unemployment, growing numbers of occupationally confused and unprepared people, and poverty. Unlike the NDEA, however, its occupational target is broad as is its target group. The major concern is the employment of all types and levels of individuals in occupations, determined, not on an a priori basis, but upon the identified peculiar characteristics of the individual. The necessary education and training therefore varies with the individual, and the only limitation imposed by the VEA is that which precludes preparation at the professional level. A similar restriction in the MDTA was lifted by 1965 amendments.

As in 1958, the guidance professional is again being called upon to perform identification and encouragement functions, this time, however, through means other than by separating the talented from the untalented. Rather, attention must now be given as well to the "untalented" with each being considered with respect to his optimum career field as determined by what the VEA refers to as his "needs, interests and ability" and the EOA terms, "the full extent of his capabilities." The MDTA expresses the same thought in its statement that the individual should be trained in an occupation for which "he can be qualified." Each Act specifies that this will be accomplished through counseling, and the importance placed upon it by Congress can be inferred from a statement of the House Committee on Education and Labor, "we recognize the prospects for success of the entire training effort can be affected critically by the quality of the counseling provided." (2)

To the degree that the guidance profession continues to accept the responsibility for meeting the legislatively identified needs of the people, as it appears to have done in the case of the NDEA (3), it must also accept the fact that, with respect to the newer manpower legislation, this will require a reappraisal of the attitudes, knowledges and competencies of its counselors as they relate to the vocational aspects of guidance. This must be accompanied by a conviction that the identified gaps will be filled and adjustments will be made. The amount of required adjustment can be estimated when one considers findings of two national surveys of counselor characteristics. A study conducted by the American School Counselor Association produced only one counselor in ten who felt that vocational information should be emphasized in counselor preparation programs. The findings of a similar study, Project Talent, revealed that, despite the fact that it is a certification requirement in virtually all states, 43% of the counselors sampled had not completed one course in occupational information. (4)

These findings, taken with the demonstrated counseling needs of youth, as identified in the manpower legislation, suggest a problem of such importance as to require the combined and concerted efforts at the highest levels in the counseling field to combat. Professional associations, the U. S. Office of Education, counselor-education institutions, and state departments of education must join forces to restore interest and activity in this relatively ignored area of counseling.

Changing Nature of Counseling Clientele

In the process of devoting more and more of their energies to "education" and less and less to "vocation," in response to the charge of NDEA, counselors unwittingly tended to shift their emphasis with regard to the clientele they served. The U. S. Office of Education, reaching thousands of counselors through its guidance institute programs, encouraged them to give "increasing attention" to "the talented youngster who has often not received the attention he deserves and needs." (5) This is an area of obvious need, but, viewed in the proper democratic perspective, too often it has been served at the expense of the more numerous and, in the minds of many, more needful average and below average youngster.

While the NDEA concerned itself with the educational guidance needs of in-school youth, and basically only a small segment of that group, the manpower legislation is characterized by its broad reference to those with need for counseling. Virtually anyone of any age who is planning to enter, entering, or re-entering employment is considered to be suitable counseling clientele regardless of whether he is in or out of school. In actual practice, however, programs under the MDTA, while focused on people not in school, are devoting increasing efforts in the direction of recent school leavers, reflecting amendments to the Act designed to facilitate the move. The percentage of teenagers served by MDTA rose by one third between 1963 and 1964. (6) EOA programs such as the Job Corps and the Neighborhood Youth Corps reflect a similar emphasis. The VEA, while including out-of-school groups as counselees, concentrates on the in-school group who will seek employment. Major emphasis of the legislation is, then, on the teenager, in and out of school.

If one analyzes the statistics of the 14-19 year old in each setting, he finds that in 1964 approximately one in seven, or something less than a million, were in the labor force and unemployed. In high school, however, discounting the one in four who will go on to higher education, there were in 1964 an estimated 12 million in this age group. (6) The greater need, then, occurs in the secondary school, and the responsibility for meeting it falls directly to the public school counselor. It should be clear that more counseling with a somewhat different emphasis will be necessary with more people. Also becoming more clear is a fact emerging from the experiences of counselors working with young people in the multi-occupational projects of MDTA and the Job Corps camps of EOA. As the program shifts to those with vocational problems, not only will school counselors be working with more people but with different people, people for whom the accepted formulas and practices of school counseling are not adequate and who live by a different "book of rules" than the counselor and the students with whom he is most accustomed to working. These are the disadvantaged youth of all types, singled out in each of the manpower acts. They are badly in need of self-identification and direction and are the least likely to get it. They come from homes where dependency is taken as a way of life and they are neither motivated to work nor to seek the training for it. They present the greatest challenge of all groups to the guidance counselor. Since they uniformly feel that they are not understood, they will not come to the counselor for help. This was discovered early in the activities of the employment service in their work with MDTA applicants and probably explains the fact that in 1962, 6 out of 10 trainees were high school graduates. (7) In their attempts to reach this group, the employment service built into the staff of the new Youth Opportunity Centers a position of outreach specialist, whose major function is to seek out and extend the services of the center to those whose needs would otherwise be unmet.

In working with disadvantaged youth, employment service counselors have found that, while two interviews were normally required to counsel a potential MDTA trainee, five or more were required for this group to allay suspicion and stimulate an acceptance of the necessity for vocational planning. Once in training, it was found necessary that counselors make wide use of community referral agencies of all types on behalf of large numbers of the trainees before they could be considered employable. It was estimated by the director of the MDTA Pilot Project in Detroit that at least one trainee in four required such services. This was confirmed by the writer in personal visits to several similar projects throughout the country.

Experiences of this type in the Detroit project (8) indicated that, while the services of a professional counselor were needed, much of the work required could be done by lesser trained personnel, and teams were formed, consisting of a coordinating counselor, counselor aide, and two teaching technicians. Each team was assigned fifty trainees with whom they worked throughout the training period, in many instances through group activities. Another early MDTA youth project, in Dade County, Florida (9), reported experiences similar to those of the Detroit project and utilized two counselors for 100 trainees, and they too stressed group counseling techniques.

Based on the findings of such projects, MDTA regulations were altered in 1963 to permit the employment of counselors as a normal instructional cost and a ratio of one to fifty trainees has been held to be acceptable. This ratio is consistent with that reported in other programs for disadvantaged youth such as the Higher Horizons program and the Job Corps. (18)

As public school counselors begin to move "below the mean" in meeting the needs of greater numbers of youth, the above has much to suggest. They must prepare themselves for new experiences by first of all compromising their largely middle-class biases and then proceed to re-learn psychology, sociology, and economics as these disciplines apply to average, below average, and disadvantaged youth. Counselors must learn to look at life and the world of work and see them as these young people see them if they are to be effective in their counseling with this group. They must develop means of reaching out for the hitherto unreachable in such a way as to pose no threat. Much greater use is indicated of group techniques to reduce the disproportionate demand on the counselors' time occasioned by the greater numbers. Experimentation in the selective use of subprofessional assistance for this group should be explored. And counselor-educators must provide appropriate and innovative in-service and pre-service instruction and experiences to meet counselor needs for new attitudes, knowledges, and techniques.

The Gap Between Counseling Supply and Demand

While the bulk of youth requiring vocational counseling is currently in the public schools, the number out of school are not inconsiderable. While a smattering of public school systems, such as Dade County, Florida, and Los Angeles County, California, extend counseling services to these youth, the major agency serving their needs is the local public employment arm of the U. S. Department of Labor. Reports indicate that in 1964, 3.7 million youth under 22 years of age applied to local offices for services. (6) This of course reflected interest in the MDTA and EOA programs and included potential enrollees. It is interesting to note, however, that fewer counselors were available to assist them than were employed in 1958. (11) Only by increasing the number of interviews per counselor and the proportion of total time given to counseling were they able to provide service to 10.9% of the new applicants at a rate of 1.7 interviews per counselee. It is not surprising, under these circumstances, that fewer than one half of the applicants for MDTA program in 1964 were tested with the General Aptitude Test Battery (12), a major basis for vocational counseling at the entry level in the employment service.

In an effort to better meet growing needs, the Bureau of Employment Security, using MDTA funds, initiated contracts with 27 universities to train subprofessional counseling assistants during the summer of 1964 in a program referred to as CAUSE (Counselor Advisor University Summer

Education). Of the 1,800 completing the program in September, over 1,000 had been employed by May, 1965, in local employment offices and Youth Opportunity Centers. (13)

While the quality of their service has yet to be formally evaluated, the quantity falls short of making any real impact on the need for counseling services. If the entire CAUSE graduating class had been employed, the combined total of counseling personnel in the employment service would just about equal the number of those receiving masters degrees in school counseling in our several university-based counselor education programs in 1964. (6) Against this background and the fact that in 1964 there were approximately one million more 18 year olds than in 1963, it is not surprising that the problem facing the employment service is growing at a far faster rate than the results of efforts to combat it with unemployment of out-of-school teenagers growing steadily each year for the past several years.

In contrast to the employment service, numbers of counselors in public education grew 127% from 1958 to 1963 or about 5 times the increase in public secondary school enrollment. As a result, the individual counselor can now spend more time with each counselee than he could in 1958. In addition to this, more test data of the type used in vocational counseling are available on high school students than ever before under provisions of Title V-A, NDEA statewide testing program. The number of multifactor test batteries administered in public secondary schools increased almost 300 per cent from 1958 to 1963, with the increase exceeding that of either the achievement or scholastic aptitude types. (3)

We are faced then with a situation in which the public employment service is accepting the responsibility for meeting the vocational counseling needs of growing number of out-of-school youth who are either enrollees or potential enrollees in programs under both the MDTA and OED, with the supply of available counselors falling far behind the demand as measured by numbers of potential counselees. On the other hand, we have public education with the supply of counselors still far from adequate but growing faster than the demand as measured against the same criterion and with relatively little emphasis on vocational guidance. It is a paradox, under these relative conditions, that public educators are continuing to count on the public employment service to provide vocational counseling services in 11,000 or over one half of our secondary schools. (14)

The implications for guidance are clear. The VEA calls for cooperative relationships between the employment service and public schools with respect to sharing information on students in vocational programs, and the National Vocational Guidance Association has long had a memorandum of understanding to this effect regarding all students. It is time for the verbalized expression of need for cooperation to be implemented and the sharing with the employment service of student information collected over a period of years and invaluable to the intelligent job placement of the individual, and provided for in the VEA, to be made a fact. The waste of public funds resulting from the hoarding of such vital information in the vaults of the public schools and the more important ensuing loss to the individual should be cause for widespread concern.

Congress, in fact, actually envisioned an even broader concept of cooperation than information sharing. In discussing the Labor Department's role in counseling in the MDTA Program, the House Committee on Education and Labor stated, "Yet there are many instances where this counseling might be provided, with improved results and at a lower cost, by utilization of available counselors within the educational system. In such instances cooperative use is to be encouraged, in keeping with the general instructions of Congress." (2) This would suggest an even broader implication. Since the youth in our schools today are those who may well be the charges of the employment service tomorrow and since public school counselors are similarly responsible for vocational counseling, the ultimate act of cooperation would be a wholesale marshaling of public school guidance resources and advantages, as was done following the NDEA, this time in all-out effort to meet the needs of all youth for this service while they are in school and in so doing "free-up" the employment service to better perform its role with respect to its other responsibilities. Kitson's declaration that "the public school is the most strategic place in which to give vocational guidance" was never more true. The great bulk of our nation's youth deserve nothing less.

Preparation and Upgrading of Counselors

At this point the question might well be raised as to what does the legislation which places such heavy demands on the counseling profession offer in the way of preparing counselors to meet them. The VEA is the only one of the acts making specific provisions for the preparation of counselors. The assistance takes the form of reimbursement of the salaries of counselor-educators up to 50% with VEA funds. While the potential of this provision is considerable, achieving the potential is subject to several limitations.

In the first place, funds are not earmarked for this purpose and are necessarily limited since they must be drawn from "ancillary services" money which must be shared among several other programs, and which typically amounts to about 6% of the State's federal allotment. Assuming funds are made available, the program is closely monitored by the state department of education to insure that courses offered are compatible with the provisions of the State Plan for vocational education. While justifiable in theory, in practice this requirement is usually something less than acceptable to counselor-education institutions. A recent informal review of reports of projected activities of the several state divisions of vocational education revealed only a handful planning to use federal funds for this purpose.

While the MDTA makes no special provision for pre-service training of counselors, the Bureau of Employment Security "stretched" Section 204, which deals with on-the-job training, to obtain $3,000,000 to finance the CAUSE program which prepared 1,800 counselor aides. Recent amendments to the Act would now permit use of the expanded resources of Title I for this purpose.

To date there is little apparent indication of any of the vast resources of EOA being used for any large-scale preparation of counselors. Reference was made in a congressional report that "The Corps, since October 8, 1964, has recruited and trained more than 800 teachers, counselors, and other staff personnel for 32 centers." (15) Current estimated needs of 450 for the several programs this year should be easily met on the open market with reported starting salaries set at $7,800 for Job Corps counselors as compared with an average of $5,875 for school counselors. As the demand for counselors increases, however, to an estimated 7,200 in 1975, it is possible that more attention may be given to their preparation. Funding is available for this purpose under the training provisions for the Community Action Program which make grants available to public and non-profit private agencies for the training of subprofessional and professional personnel at local, state, and federal levels to prepare them for work in community action activities. As of May 1965, 12 such training grants had been made involving $743,000. It was anticipated that by June 30, 1965, $7,000,000 would have been allocated for this purpose. Actually, the available training funds are considerably higher than indicated since individual demonstration and research projects also involve training phases. Requested appropriations for FY 1966 amount to $85,000,000 for combined research, demonstration, and training. An additional $10,000,000 has been requested for technical assistance purposes which may also be used for staff personnel training. Short-term training of counselors is also being accomplished under provisions of EOA covering the VISTA program.

Benefits to counselors in the form of up-grading or in-service training are more immediate under manpower legislation. Provisions for vocational guidance and counseling in the VEA require that States provide adequate personnel to develop, secure, and distribute occupational information; provide consultative service in the vocational aspects of guidance; and provide leadership and supervision in the improvement of vocational guidance at the local level. An informal review by the writer of a sampling of plans of the several states in this direction revealed that at least twenty-five new state supervisors of vocational guidance have already been employed in 17 states. Under their auspices state-wide workshops and conferences have been held in at least 14 states to assist school counselors in better understanding vocational education and the world of work. Many other states have indicated plans for similar activities.

As with the EOA, the VEA also provides grants for research, demonstration, and training projects under Section 4(c) which are applicable to the field of vocational guidance. Current funding amounts to $16,850,000 which will increase to $32,500,000 for fiscal 1967 and each year thereafter. Summer workshops for counselors similar to those already described and funded under this section were provided by universities in several states this year and, in an interesting example of cooperative effort, a summer counselor institute at the University of Iowa was jointly funded with monies from NDEA Title IV-B, and VEA, Section 4(c). The latter was designed to meet the needs of counselors working in area vocational technical schools.

Title I of the MDTA made the limited amount of $3,000,000 available in fiscal 1965 for activities including evaluation, information, and research projects. While not specifically providing for training, monies were used to support several multistate conferences for school guidance personnel to improve counseling and guidance training and services. The most significant contribution of the MDTA to the field of counselor preparation, however, was its joint funding with VEA of an invitational conference of top university personnel and top officials in government agencies concerned with counseling and guidance to address themselves to the many problems involved in meeting the growing needs for counseling personnel occasioned by federal legislation. Recommendations were made for a planned joint approach to solutions. (18)

The potential of the MDTA for supporting the field of counselor education was tremendously increased by 1965 amendments which extended eligibility for training to professionals, broadened the provisions of Title I, Section 102, to more clearly include training and increased the authorization of Title I from 3 to 46 million dollars. To summarize, funds under each of the Acts can be and are being used for the preparation and upgrading of counselors. Estimated potential aggregate funds, which may be used for this purpose, amount to more than 20 times those currently authorized for NDEA counseling and guidance training institutes, and the amount is growing. Funds are available to: universities; federal, state, and local public agencies; and non-profit private institutions or agencies and basically in the form of grants or contracts. Professionals and subprofessionals may be trained and precedents have been established for joint funding.

Consideration of the above and the fact that the Acts commonly emphasize the vocational guidance needs of youth and young adults suggest that it may not be beyond the realm of possiblity to expect that the many scattered efforts to meet this common need might be combined in coordinated effort to provide a quality counselor-preparation program capable of producing and/or upgrading counseling personnel eligible to perform in public schools, Job Corps camps, community action programs, Youth Opportunity Centers, multi-occupation youth training projects and employment service offices or at least in several settings.

The initiation of such a project and its coordination when under way would have to come from a representative agency acceptable to all groups with considerable influence in the profession and government and would require extensive planning -- and funds are available for planning grants.

Opportunity for Vocational Training

Over the past several decades the job opportunities have been steadily decreasing for youth leaving school without vocational skills. (6) As a result most students hoping to obtain employment on leaving school have had to have received their vocational training before leaving. An ideal school would then provide an extensive vocational education program featuring a wide variety of occupational areas complemented by a program of vocational guidance assisting employment-bound youth in selecting appropriate preparatory course work. Unfortunately few such ideal situations have existed.

A national study of vocational education conducted in 1962 (16) revealed that while a wide variety of occupation curricula were offered throughout the country with over two thousand in the trades and industries field alone, their availability to students in a given high school was woefully inadequate. Almost nine high schools in ten failed to offer instruction in even a single trade or industrial occupation and 90% of all youth attend schools with no instruction in distribution occupations. This condition placed a very practical limitation on the counselor who would counsel youth vocationally. Apprenticeships were limited, private trade schools were few, tuitions were high, and scholarships were largely unavailable. Meaningful vocational guidance, with respect to occupations of less than the professional level which virtually presupposes available training opportunities, was less than optimum.

If the situation described above was common in the past, it is becoming less so. The VEA, Congress' answer to the above study, proposes to expand vocational education so that "persons of all ages in all communities of the State -- those in high school" and others who need it can get it. By making funds available for school construction, one of the major road blocks to expansion is being removed, and area schools, each serving numbers of high schools, are springing up all over the country at an increasing rate. Federal funding of this and other parts of the VEA program will rise from $54,000,000 in 1964 to $235,000,000 in 1966, and enrollments are expected to follow the trend, growing from 4,200,000 in 1963 to an expected 7 million by 1968. While much of this growth will occur in the secondary school, even stronger trends are noted in the post-secondary area. Enrollment in subprofessional technical occupations rose almost 300% between 1958 and 1963 (3) as the number of available public technical institutes increased. A large number of the community colleges, stimulated by recent federal legislation, include plans for vocational curricula, and several universities have established non-degree programs in vocational fields. The number of private vocational schools is also growing, and 1965 amendments to the MDTA, which provide for increased use of private training facilities in specified instances, may be expected to accelerate growth of training opportunities in this type of institution.

Many students who might have otherwise taken advantage of secondary vocational programs dropped out because of financial pressure.

The Work Study provisions of the VEA are expected to go far in correcting this situation by making available to youth accepted for or enrolled in vocational education programs financial assistance of from $45 to $60 a month. (17) Similar provisions are made in the EOA Neighborhood Youth Corps program which extends assistance to in-school and out-of-school youth in the 16 to 21 age bracket.

In working with students of limited means desiring to attend college, the counselor has always had ample scholarship resources to call upon, including the Student Loan Program of the NDEA. No such assistance has been available for the student wishing to go on for post-secondary vocational education from high school. This gap is also being closed with the recent enactment of the Higher Education and Vocational Student Loan Acts of 1965, each of which guarantees loans to students enrolling in non-degree vocational education programs. It is clear that a series of major deterrents which have long inhibited the practice of meaningful vocational guidance are gradually being removed. Vocational training opportunities are expanding at all levels, funds are available to help keep youth in high school, and student aid hereto available only to those going to college is now available to those who wish to pursue post-secondary vocational education as well. The time is approaching when guidance personnel can practice vocational counseling with the same degree of expected success and satisfaction that they have experienced in college counseling.

Assistance with Program Problems

As the counseling profession moves to meet the challenges presented in the legislation, it faces a myriad of problems for which clear answers do not currently exist. How can a given number of counselors extend their services to increasing numbers of students? How can information on the thousands of changing occupations be gathered, evaluated, utilized, and kept current? How can the attitude of people, including counselors, be changed regarding other than professional work? Answers to such questions and many others which suggest themselves as one peruses the legislation would be invaluable if not essential in meeting the program demands of the several Acts.

Fortunately, each law contains research and development provisions which make available a possible means of arriving at the answers. Under Section 4(c) of the VEA numbers of proposals in the guidance field have been submitted, ranging from studies of the use of computers in reducing counselor load to the use of children's games to stimulate self-study of occupations. Available funds will increase to $22,500,000 in 1968 and are available to local school districts as well as colleges, state departments of education, and non-profit private agencies. In fiscal 1964, 68 research proposals including several in counseling and guidance were funded under provisions of Title I, MDTA, with 14 to other bureaus, 24 to colleges and universities, 17 with private research organizations, 8 with public institutions, and 5 with individuals. (12) Funds have been authorized in the amount of $46 million for research and training through 1965 amendments to the Act.

Financial assistance for research in guidance and counseling is also available under appropriate provisions of the EOA relating to the operation of the Community Action Program. As of March 31, 1965, over $4 million had been expended for this purpose (15).

While the problems posed to counselors in implementing the purposes of the several Acts are considerable and onerous, the availability of means for finding solutions to them must be considered to be challenging. Never were the opportunities greater for probing the unknown and trying out new techniques and methods to improve and extend vocational counseling services, and counselors in public education are in the best possible position to utilize them.

Summary

The manpower legislation of the 1960's grew from a threat, a threat to the value system that has made our country great. The traditional rights of a substantial number of our people are being denied them through the forces of unemployment, poverty, and vocational ignorance. To restore these rights and remove the threat, this legislation proposes to improve the employability of these people through the combined efforts of counseling and training. In so doing, it redirects the emphasis of the counseling program to the vocational aspects of guidance and the efforts of counselors to the so-called average and below average or otherwise disadvantaged student.

While growing from a threat, the legislation carries with it a promise. It has focused the attention of the nation on the problem, called for the cooperative efforts of us all in meeting it, and provided the material means for solving it. Current accomplishments are encouraging with the rate of adult unemployment steadily dropping. The plight of the young continues, however. Vocationally ignorant youth in our public schools today are the unemployed youth in the labor force tomorrow. The overriding implication of the manpower legislation of the 1960's to those in guidance and counseling, while debatable in light of the current situation, may well be phrased in the words of John Ruskin, "God intends no man to live in this world without working; but it seems to me no less evident that He intends every man to be happy in his work."

REFERENCES

(1) Gabriel, Ralph Henry. *Traditional Values in American Life*, Washington, D. C., The United States National Commission for UNESCO, 1960, 40 pp.

(2) Tyler, Leona E. *The National Defense Counseling and Guidance Training Institute Program: A Report on the First 50 Institutes*, Washington, D. C., U. S. Department of Health, Education and Welfare, Office of Education, OE 25001, 1960, 93 pp.

(3) *Commitment to Youth. A Report on 5 Years of Progress in Guidance, Counseling, and Testing under Title V of the National Defense Education Act*, Washington, D. C., U. S. Department of Health, Education and Welfare, Office of Education, OE 25039, 1964, 44 pp.

(4) Gilbert, Wrenn C. *The Counselor in a Changing World*, Washington, D. C., American Personnel and Guidance Association, 1962.

(5) *Amendments of Manpower Development and Training Act of 1962*. House of Representatives, 88th Congress, 1st Session, Report No. 861, Washington, D. C., 1963, 38 pp.

(6) *Manpower Report of the President and a Report on Manpower Requirements, Resources, Utilization and Training, Transmitted to the Congress, March 1965*, U. S. Department of Labor, Washington, D. C.; U. S. Government Printing Office, 1965, 276 pp.

(7) *Report of the Secretary of Labor on Research and Training Activities under The Manpower Development and Training Act, Transmitted to the Congress February 1963*, U. S. Department of Labor, Washington, D. C.; U. S. Government Printing Office, 1963, 135 pp.

(8) *Philosophy Under Which the Special Youth Training Program Will Operate*, MDTA Skill Center, Detroit, Michigan (undated), 15 pp. (mimeographed).

(9) *Profile: The Miami Special Youth Project, Manpower Development and Training Act of 1962*, Lindsey Hopkins Education Center, Miami, Florida, 1965, 5 pp. (mimeographed).

(11) *National Survey of Employment Service Counselor Characteristics*, U. S. Employment Service Program Letter No. 1719, U. S. Department of Labor, Washington, D. C., 1964, 6 pp. (mimeographed).

(12) *Manpower Research and Training Under the Manpower Development and Training Act of 1962. A Report by the Secretary of Labor, March 1965*, U. S. Department of Labor, Washington, D. C.; U. S. Government Printing Office, 1965, 219 pp.

(13) *The Effect of Cause, A Summary of the Counselor -- Advisor University Summer Education Program which was conducted by the Bureau of Employment Security of the United States Department of Labor, in cooperation with its affiliated State Employment Security Agencies*, U. S. Department of Labor, Washington, D. C. (undated) 42 pp.

(14) *Public Employment Service in the Nation's Job Market 1933-1963*, Employment Service Review, June 1963, U. S. Department of Labor, Washington, D. C., 1963, 116 pp.

(15) *The First Step -- On a Long Journey*. *Congressional Presentation, April 1965*, Office of Economic Opportunity, Washington, D. C., 1965, 95 pp.

(16) *Education for a Changing World of Work*. *A Report of the Panel of Consultants on Vocational Education*, Washington, D. C., U. S. Department of Health, Education and Welfare, Office of Education, OE 80021, 1963, 296 pp.

(17) *The Vocational Education Act of 1963*, Washington, D. C., U. S. Department of Health, Education and Welfare, Office of Education, OE 80034, 1965, 29 pp.

(18) McGowan, John F. (Ed.). *Counselor Development in American Society*. *Conference Recommendations from Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors*, Washington, D. C., 1965, 306 pp.

WORK GROUP REPORTS

Work Group Report I

GUIDELINES FOR CURRICULA SUPPLEMENTATION IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION

Chairman: Dr. R. Wray Strowig

Introduction

Competencies which are deemed important for many vocational aspects of the school counselor's work are set forth in the first part of this report. The counselor education curriculum should be planned to assure the development of each of these competencies. Although it is recognized that such development can be found in existing counselor education programs, the work of school counselors today leads to the conslusion that these competencies are inadequately developed or at least not sufficiently evident in their efforts.

Counselor education programs, therefore, should be supplemented in content and in method. The second part of this report uses selected content areas as the framework for implementation suggestions which may well supplement existing practices. It should be recognized that (1) details of content relevant to the various competencies will need to be further delineated in each counselor education program, (2) no attempt has been made to prepare an exhaustive listing of practice and projects. Rather it is hoped that these illustrations will serve as stimuli for the development of additional procedures and innovative projects.

A further explanation is appropriate at this point. Counselor education is perceived as continuing education. Pre-service and in-service education are viewed as the cooperative concern of institutions of higher education and of state and local education agencies. Concomitantly, counselor education must also have as a purpose the development in the counselor of a sense of responsibility for self-improvement through continuing graduate study, participation in in-service activities and independent efforts to improve his effectiveness.

Areas Of Vocationally Relevant Counselor Competency

Guidelines for curriculum supplementation in the vocational aspects of counselor education must be developed from a framework of counselor behavior. This context includes certain concepts, among them, counseling and guidance, occupation and vocation, and knowledge, attitudes, and skills as reflected in counselor competencies.

The work of the school counselor is central to the consideration of these guidelines. Counseling refers to a constellation of counselor behaviors that comprises a central part of the guidance system or program of a school. The guidance system is part of the school's educational enterprise. The terms, occupation and vocation, are used interchangeably, although there is recognition of certain distinctions that may separate these terms on occasion.

Counselor education may be viewed as programs for the development of professional competencies. Competencies are understood to reflect the professional skills and practices of counselors, supported by a relevant background of knowledge and value-attitudes. Guidelines for curriculum supplementation should be functionally related to vocationally relevant counselor competencies.

The counselor's vocationally relevant skills, attitudes and knowledge tend to focus either on the student in whose behalf and counselor works or on the present and future environment that may affect the student. Actually, this is true of all counselor skills, attitudes, and knowledge. The concept that all of the counselor's behavior is germane to the vocational aspects of counseling and guidance is valid, both because the counselee's vocational development is integrally related to other aspects of his development and because the world of work which he may enter is a significant part of the larger culture. With due awareness that all of the counselor's competencies are important in coping with vocational and other aspects of counseling and guidance, certain skills, attitudes and knowledge are deemed to be of especial importance for curricula supplementation in vocational aspects of counselor preparation.

Vocationally Relevant Competencies Focused on the Counselee

A. Student Appraisal

The counselor must be able to gather data about the counselee that increase and improve understanding of the counselee's talents, achievements, interests, temperament, and other personality characteristics that may bear on vocational decision-making, planning, and progress. In order to clarify and enhance the student's self-concept in relation to his environment, the counselor must also be able to differentiate and synthesize such information and communicate it to the counselor. (Many people, of course, would prefer to stress the primacy of the counselee's role in these processes.)

B. Vocational Development

It is a truism to say that the individual is a dynamic rather than static creature. Nevertheless, it is essential that the counselor perceive and help the student as a person in the process of vocational development.

He must be able to interpret the uniqueness of each person's vocational development so that it is meaningful to the counselee. Included in the developmental process are such factors as the student's vocational decision-making, his readiness for vocational choice, his vocational adjustment, and his assessment of his adaptability to occupational situations. The counselee must be able to perceive the development of one or more career patterns in his life, and the relation between his development and horizontal and vertical patterns among occupations and occupational settings in an ever-changing environment. The whole of this educational process begins in early childhood and extends throughout the individual's work life, into leisure and retirement. The counselor must also be able to imbue the student and those who are important to him with the concept that vocational development is neither fixed nor foreordained by himself or others.

C. Cultural Diversity and Values

The counselor must be able to understand and help students from culturally diverse backgrounds, including those whose values, attitudes, and behavior are at variance with his own. Among such youth are those whose cultural backgrounds dispose them to view work as unnecessary or ill-advised, and whose disposition it is to be apathetic or even hostile toward those who believe differently, including the counselor. The counselor must be able to communicate effectively with such students, and, if desirable, help them to change their perceptions and behavior regarding work.

Vocationally Relevant Competencies Focused On Counselee Present and Future Environment

D. Changing Socio-Economic Forces

The counselor must be able to obtain, organize, interpret, and apply information about the present and probable future environment of the student in ways that the student can understand and use. In order to do this, the counselor needs to be informed about and understand the psychological, sociological, economic, and educational variables that contribute to changing concepts of work as part of the culture. Such matters as population trends, labor unions, industrial developments, management operations, governmental policies, and social class mores and folkways are a part of this complex. It seems obvious that the counselor will need substantial preparation in the social sciences, as well as continuing assistance from specialists in these areas throughout his professional career, inasmuch as this knowledge is both complex and every-changing. The counselor must be able to communicate with these specialists.

E. Familial Influences

Certain individuals who are important to the processes of helping youth with their vocational development are close to the student, while others are more remote. In the former group are the counselee's parents and teachers. The counselor must be able to assess and interpret the influence of family life upon the student's life and work values and attitudes. He must be able to help parents to understand the student's vocational development in those respects that parents most directly affect, especially through the power of parental rewards and inhibitors.

F. Influence of Curriculum and Instruction

The same is true regarding the effects that teachers may have on the educationallife of the student. The counselor must be able to help teachers use their competencies to identify student potentials and to relate those to the student's learning experiences in ways that enhance his vocational development. Teachers ought to be helped by the counselor to sensitize the student to the intimate connections between his education and training and possible future vocations, as well as to the alternatives open to him. This is especially needed in the case of the student who does not accept the values and goals of school and work. Certainly, all of this implies that the counselor must be able to contribute his expertise to curriculum planning and evaluation.

G. Vocationally Relevant Training

The counselor must be able to obtain, organize, and use information that students need concerning post-high school training opportunities that may be relevant to his vocational future. The student who is a member of a racial, sex, or cultural minority group, again, needs special attention in this area. The student's awareness of the variety of training opportunities, both in kind and in locale, must be extended to reasonable limits. The counselor must be able to help the student see the present and potential relationship between his present and future needs and characteristics and the variety of training opportunities, as well as how to select and obtain from among them. The counselor must be able to assist the student to make the transition from school to occupation.

H. Referral Resource Specialists

The counselor must be able to employ the talents of persons and organizations more remote from students than are parents and teachers in order to exploit fully the information that is available about occupations and work settings. Among these are other specialists in counseling youth, as well as agents of labor, business, industry, and government who have knowledge about the world of work.

I. Work Values

Of great importance to the student will be those individuals who may serve as vocational role models. The counselor should be able to help the student identify and understand them. Additionally, the counselor must be able to grasp and communicate to the student the meaning or work to the man on the job. On a much broader scale he must be able to translate manpower requirements and occupational structures at national, state, and local levels into occupational trends and opportunities for youth.

J. Information Systems

In order to utilize the wealth of occupational information and resources the counselor must be able to relate it to the counselee. He must, therefore, be able to develop and use systems for pooling and communicating information about the world of work and about the youth himself with other individuals and agencies who are helping with the vocational development and education of youth. These systems may range from the simple traditional career information and cumulative student personnel record files to complex computer operated programs. Technical assistance with the latter is essential to the counselor's work.

K. Cooperative Sub-Professional Personnel

The counselor must be able to work cooperatively with supervisors, administrators, and counselor educators in the identification and preparation of sub-professional personnel who can assist in the vocational guidance of youth. The need is so great and immediate, and the programs for answering the need are so complex, that the counselor, his teaching colleagues, and other professional specialists can be most effective if sub-professional technical personnel are employed as part of the guidance system.

L. Conduct and Use of Research

Finally, the counselor must be able to interpret research that is relevant to the vocational aspects of counseling and guidance. He must be able to apply relevant research findings, or at least be able to get professional help in making applications. The counselor also should be able to design and conduct action research studies that are intended to improve and evaluate the effectiveness of the vocational aspects of counseling and guidance.

Guidelines for Vocational Supplements to Counselor Education Curricula*

These guidelines consist of various ideas that the study group thought might be valuable additions to those typical counselor education programs wherein more emphasis is needed upon vocational aspects of counselor preparation. Some of the guidelines may be found in one or more counselor education programs, but it seems unlikely that a great many of these ideas have been incorporated into any particular program as yet. On the other hand, the study group does not intend to imply that it is desirable to use all or nearly all of the guidelines in any one program. Which guidelines are applied to a program will depend in part upon the idiosyncratic character of that counselor education program. For instance, the selection of guidelines for local use will be based upon such factors as, the needs of the region served by the program, the cultural and related characteristics of students admitted to the program, the interests and kinds of expertise already available on the training staff, and the financial and other material resources that are available.

Guidelines obviously should be relevant to the counselor competencies that one hopes to develop in students. That is why the study group has offered these guidelines in connection with the competency areas developed in the preceding section of the report. The major limitations of this approach are two; first, there is some duplication of procedural recommendations from area to area. Second, this plan does not help especially in drawing guidelines together into some sort of gestalt, i.e., the approach is analytical and deductive, not integrating and inductive.

---

*Major credit for the guidelines and discussion belongs to this Conference study group, although final responsibility for any errors of omission or commission belongs to Dr. Wray Strowig, Group Chairman, who edited this section.

Despite the lack of a synthesis among the guidelines, there does appear to be some observable trends or tendencies. Some of the trends are substantiated in the Conference position paper by Strowig and Perrone, "Survey of Current Training Approaches, Format Materials, and Curriculum Content in Vocational Aspects of Counselor Education." Among the strongest trends or emphases in the guidelines are the following: (1) Heavy stress is placed upon providing student counselors with vocationally relevant field experiences. This trend is concurrent with a similar one that may be seen throughout the whole of counselor preparation. (2) There is a definite emphasis upon interdisciplinary approaches to vocational aspects of counselor preparation. Included is the use of professionals and academic specialists from other fields, particularly in the havioral sciences, to teach counselor education students. (3) Much greater importance is being attached to preparing counselors to provide vocational guidance for youth whole cultural, socio-economic, and/or ethic backgrounds differ greatly from counselors whose origins are "middle class."

There are also certain tendencies among the guidelines that probably will become trends in the near future, but which are not yet as pronounced as the others. One of these has to do with data processing of information by means of computers. There is no question that the technical and theoretical knowledge is available to counselor educators now. It is merely a matter of time and money in order to make such systems available on a very wide scale, such as whole states or groups of states. These information systems can be applied to data about students as well as jobs and other vocational information. Another tendency among the guidelines is to focus more upon individual vocational development as an area of concentration for students in counselor education programs. Counselor educators have been leaders in this movement. By comparison, guidance supervisors and directors in the field generally have been more interested in having counselors increase their proficiency in coping with problems of occupational information retrieval and use. Finally there is a strong surge of activity devoted to the training and use of support personnel, or sub-professionals, in non-school institutions and agencies. Up to now, there is little evidence that schools have joined the move toward using support personnel as members of the school guidance team. It does seem inevitable, however, that must happen, and fairly soon.

A. Guidelines for the Student Appraisal Area. Many appraisal tools and procedures are inadequately used by counselors for vocationally relevant purposes. Also, there is need to develop and validate new approaches to appraisal. Some suggested guidelines for supplementing or replacing appraisal tools and techniques are:

(1) Counselor trainees should be involved in continuing field research and training projects in vocational guidance that require them to assess the youth with whom they work using both conventional instruments and new ones of their own devising. Under careful supervision, of course, students should adopt an experimental approach to vocational appraisal, both in making comparisons among conventional tests and other tools and techniques, and in creating and refining their own ideas on assessment procedures.

Many different populations should be worked with.

(2) Counselor trainees should provide vocational counseling, again with careful supervision, without having any advance information on the results of appraisal procedures, thus encouraging the trainees to rely more upon their powers of observation. The result should be to improve their counseling behavior as well as provide for comparisons later on with appraisal data.

(3) Counselor trainees should teach youth methods of self-appraisal regarding vocational readiness and adjustments, including both the advantages and pitfalls of subjective procedures. One way of accomplishing this would be to have youth set concrete educational-vocational goals for themselves and then participate with them in periodic assessment of progress adapting their self-assessments and goals accordingly toward these goals. Another approach would be to engage youth in comparing self-estimates of educational-vocational abilities and achievements with other estimates of the same characteristics.

(4) Counselor trainees should make independent appraisals of counselees who are engaged in vocational counseling, viewed live or by means of video-tapes, films or sound recordings; and follow these appraisals by comparisons with each others' and the instructor's results. This guideline is intended to develop many assessment and comparison skills; it is not intended to ensure that trainees all learn one "best" method.

(5) Counselor trainees should learn how to quantify vocational appraisal data on youth for computer programming and storage. This includes familiarity with the several different types of answer cards and forms that

are for electronic use, as well as skill in converting pupil information to quantified terms.

(6) In vocational counseling practicum, students should have specific practice at interpreting appraisal data to counselees in terms that have meaning to the counselee who is involved in vocational planning and decision-making.

B. Guidelines for the Vocational Development Area. Theory and research in this competency area appears to be running far ahead of counselors' knowledge and skill. This may be true in part because a great many counselors in the field did not have much, if any, chance to learn about vocational development when they obtained their training some years ago, and they have had no refresher training in this area recently. The lag between practice and theory may be attributed partly to the fact that not enough time and effort has been devoted by scholars and practicioners to translating research and theory into practice.

(7) Counselor trainees should study vocational development, not only in professional courses of that sort of title, but also in interdisciplinary seminars that bring together the information and ideas of scholars and practicioners from many relevant disciplines: psychologists, sociologists, economists, and anthropoligists as academic fields; and psychiatrists, child welfare social workers, employment counselors, rehabilitation counselors, and clergymen as possible professionals who have insights into vocational development. It is vital that trainees understand vocational development in adolescence within the perspective of life processes and happenings from childhood to senescence. It is equally important that they understand vocational development in terms of the uniqueness of each person, as well as

among youth in widely diverse cultural settings.

(8) Concurrently with their didactic experiences, counselor trainees should work with youth in school, farm, factory, and leisure situations in order to test vocational development concepts and facts against real people, and in order to learn how to use their academic knowledge in guiding youth. Trainees may be expected to interact with individuals of many different ages and personal circumstances in the community, reporting their experiences and reactions back to the theory courses and the interdisciplinary seminars. Summer work experience programs as field hands, factory workers, and the like are examples.

(9) Counselor trainees should become full-time residents for a few weeks in any one of various settings, such as, migrant labor camps, slum neighborhoods, or ethnic ghettos, in order to understand the impact of immediate environments upon vocational development, and so that skills in relating effectively to many different people can be developed.

(10) Counselor trainees should counsel and guide youth in non-school agencies, such as, the employment service office, job and youth corps, Boys Club, teen-town, "Y", "Y Programs", and non-government guidance centers. Such experiences should help trainees to learn the impact of these agencies on youth's vocational development, as well as the several approaches that counselors and others in these agencies use that may differ from those typically used in high school. Another result would be better use of vocational guidance referral agencies by high school counselors.

(11) Counselor trainees should develop focused interview schedules that deal with aspects of vocational development, and interview people who

range from pre-school into retirement age, and at different socio-economic levels, in order to study the scope and change in the vocational development of people.

C. Guidelines for the Cultural Diversity and Values Area. The study group felt that vocational counseling and guidance with youth from economically and culturally impoverished circumstances has been neglected in many places throughout the country. Prominent among such groups of youth are Negroes, Puerto Ricans, Spanish-Americans, and American Indians. Cutting across ethnic lines are groups, such as, youth who live in city core slums and scattered but frequent pockets of rural youth. Some counselors are not able to relate to such youth well enough to help them. Moreover, in many high schools, most of these culturally different youth are largely invisible, compared to students who accept the school's program and philosophy, and participate actively in it -- expect, of course, for comparatively few fringe youth who get into disciplinary difficulties.

(12) Counselor education faculty should deliberately recruit promising trainees from minority groups and from socio-economically deprived backgrounds. This will necessitate going into the neighborhoods and places of work where potential trainees live and interviewing and observing them. Obviously, too, those counselor education institutions which have undertaken the training of sub-professional counseling personnel will have a pool from which promising trainees can be selected.

(13) Counselor education faculty should find ways of giving special consideration to some of the counselor trainees and applicants who are from culturally deprived backgrounds, of course, without lowering

selection and preparation standards. One step might be to re-examine traditional admissions criteria and assessment indexes, for example, undergraduate grade point cutting scores. Another step could be to set up special pre-professional training programs for such applicants who cannot meet admission and training standards, for example, English composition and reading workshops.

(14) Counselor educators, state and local supervisors and directors of student personnel programs should plan workshops and conferences dealing with the vocational counseling and guidance of culturally diverse youth groups in local and regional areas, and covering all or appropriate areas of competency in vocational aspects of in-service counselor education.

(15) Counselor trainees should have interdisciplinary didactic learning experiences, such as seminars and units of study in special courses, that bring to bear the knowledge and theories of behavioral scientists about such topics as, cultural pluralism, group behavior and conformity, prejudice, social disorganization, culture and personality, and the like. The idea is for counselor trainees to acquire concepts and information that will provide a firm foundation for working with these youth.

(16) Counselor trainees should acquire direct field experiences, thru interviews, panels, workshops, and temporary employment, in working with the great variety of community resources that may be brought to bear in the community's socially and economically distraught citizens, including educational, business, labor, social, religious, and government groups. Examples of such groups are: B'nai B'rith, Urban Redevelopment, Labor Council, Chamber of Commerce, Child Guidance Center, The Urban League, NAACP. Perhaps the major point of such field experience is to establish cooperative approaches

to working with youth, rather than proceeding more or less unilaterally.

(17) Counselor trainees should have supervised vocational counseling experience with these youth. Much of this counseling may be devoted to explorations aimed at developing skills which will help motivate such youth toward positive work values, since many of them are either apathetic or hostile toward work. Local Neighborhood Youth Corps and similar programs afford excellent settings for such counseling experience. Early signs of work values and attitudes may be studied by trainees through counseling and group work with Project Headstart children and parents.

(18) Counselor trainees should conduct follow-up interviews and related studies with the families and employers of culturally diverse youth who have gone into the world of work, as well as those who are temporarily or regularly unemployed. Here again, the purpose of such efforts is to understand such youth and the influences on them, as well as to obtain suggestions for improving guidance services for them.

D. Guidelines for the Area of Changing Socio-Economic Forces. The intent of these guidelines is two-fold. First, the counselor trainees must acquire a thorough grasp of the dynamic character of socio-economic forces that affect the youth's pre-work and work life. Second, they must be able to translate this knowledge into practical consequences for the guidance, training, and employment of youth.

(19) Counselor trainees should have interdisciplinary seminars, workshops, and units of study with behavioral scientists from sociology, economics, and psychology about such topics as the American labor movement, labor and business economics, trade unionism cultural pluralism, social

disorganization, social forces, the occupational structure, vocational education, and the like.

(20) Counselor trainees should have field experiences with significant community organizations and agencies which are instrumental in shaping the social and economic forces that affects the lives of youth and their parents. A number of these influential groups are referred to in guideline (16).

(21) Counselor trainees should attend hearings of the Social Security Administration regarding work disability cases, as well as cases involving unemployment compensation in the community. As an accompaniment, they should become familiar with laws pertaining to such cases.

(22) Counselor trainees should spend a significant period of time, perhaps several weeks, working in local and regional employment offices, during which time the trainees would observe and assist in gathering and compiling job market trends and similar types of information that portray the nature and shifts of socio-economic forces on the labor market. These should be compared with similar data from other areas and the national picture.

F. Guidelines for the Area Involving Curricular and Instructional Influences. Perhaps it is within the school that the counselor has the greatest opportunity to help high school youth, because the counselor should have ready access to his colleagues and other educational resources. As an expert in vocational counseling and guidance, he constitutes an information and idea resource for the teaching and administrative staff. On the other hand, he can learn much and should depend greatly upon the contributions which these same people can make to helping guide youth.

(23) Counselor education faculty should set an example for trainees, in addition to providing them excellent learning opportunities, by working with local school personnel to establish permanent vocational guidance councils on which collegiate and high school educators are represented, along with business, labor, and government. The council would promote improved cooperative programs for the vocational counseling and guidance of youth, both in and out of school. Counselor trainees should have practical field experience at working on the staffs of council-initiated projects dealing with vocational guidance, doing research and developing reports for the council.

(24) As a part of field practicum and/or internship experience, counselor trainees should work with counselors, teachers, and relevant specialists in inventorying and assessing the vocational interests and competencies of youth, subject-by-subject throughout the curriculum. Both case study-conference and numerical-graphic group data should be used.

(25) Using a similar staff approach, counselor trainees should have experience in evaluating the relationship and impact of high school curriculums and instructional procedures upon the vocational development of youth.

(26) Counselor trainees should have practical field experience at measuring, analyzing, and interpreting data on the effectiveness of vocational education curricula, including student selection criteria and procedures. Such experience, of course, would be gained conjointly with vocational education instructors and coordinators. The intent of this guideline is not only to build up the assessment and research skills of counselors in vocational

education, but also to make them more aware of and sensitive to the problems and purposes of vocational education curricula.

(27) Counselor trainees should have supervised experience at identifying and developing plans for the use of cooperative community resources of an occupational nature, in businesses, factories, and on farms, that may be utilized by youth in work-study programs.

(28) Counselor trainees should be engaged in contacting students who have dropped out of high school, in order to learn about their perceptions, problems, and needs, as well as to encourage them to return to school, perhaps in a modified curriculum or a special work-study program.

G. Guidelines for the Area of Vocationally Relevant Training. As the Strowig-Perrone position paper showed, counselor education programs by and large are doing comparatively little to prepare counselors to utilize vocational (including technical) training opportunities for youth outside of the high school.

(29) Counselor trainees should visit local and area vocational training schools, both public and private, to learn first-hand about the school's purposes and programs, its student body characteristics, and the faculty and facilities. In the past, it seems that private vocational training schools have often been overlooked by counselors, although there are notable exceptions, of course. The trainees should compare their findings concerning these schools, and convert their information to usable vocational guidance materials.

(30) Counselor trainees should study and evaluate information about vocational training schools that is provided by professional and trade associations, unions, associations of training schools, and regional and

national accredition associations, translating such information into vocational guidance materials that youth can understand.

(31) Counselor trainees should compare job trends and opportunities in the geographic area with vocational training opportunities, being sure to include training and apprenticeship opportunities offered within business, industry, and labor, as well as vocational schools; and prepare reports of these comparisons for presentation to counselors, educators, employers, and leaders among employees. Hopefully, such groups of people could use counselor trainees to help eliminate undesirable disparities between the need and opportunity for training.

H. Guidelines for the Area of Referral Resource Specialists. The study group felt that no especial additional guidelines need to be offered, since other guidelines mention the use of community and professional resource personnel and agencies. There was one exception:

(32) Counselor trainees should get systematic practicum training as counselors in high schools working cooperatively with employment service counselors in behalf of the vocational development, appraisal, employment, and follow-up of youth from schooling into the world of work.

I. Guidelines for the Area of Work Values. In this area the study group was concerned about the work values and attitudes of both the counselor and his counselee. There are several other guidelines, especially in Areas B, C, and E, that focus on work values.

(33) Counselor trainees should visit a wide variety of work settings -- factories, businesses, government agencies, farms -- and observe and talk to workers, their employers, supervisors, and representatives, in

order to understand these people better and the types and influences of work environments on them.

(34) Counselor trainees should have work experience for pay in several of the above types of work settings, performing work that is quite different from the work of teachers and counselors. The work experience should include applying for jobs, joining and participating in unions, entering into the leisure life of fellow workers, and terminating employment.

(35) Counselor trainees should have group and one-to-one counseling practicums with youth in which the focus of discussion is on career choice, career planning, and the relationship of career to social, familial, religious, and citizenship aspects of life.

J. Guidelines for the Area of Information Systems. Reference has been made already to the use of information systems dealing with student characteristics in the guidelines for Area A. Beyond this is the demand that counselors be able to obtain and use occupational information and job trends and manpower needs.

(36) Counselor trainees should acquire elementary familiarity with data processing systems and techniques, having actual practice in coding, key punching, and sorting of data about jobs. The trainees should work directly with data processing technicians and computer programmers in developing the ability to communicate with them about data on jobs.

(37) Counselor trainees should have experience at making job analyses and writing job descriptions for consumption by youth who are likely to be interested in those jobs. This information should be compared to standards for evaluating occupational information, as should published

career pamphlets, brochures, etc.

K. Guidelines for the Area of Sub-Professional Personnel. This area was a difficult one in which to develop guidelines, for the study group found that there was little experience to go by. No doubt many more guidelines could be developed within a few years. By sub-professional personnel is meant those skilled and technically trained staff members (a) who perform certain of the counselor's functions in order to free him to perform professional functions, or (b) who perform functions that are not carried out by counselors as a rule, but which support the counselor's duties. Examples of duties involving these two types of sub-professional functions are, respectively, administering certain paper-pencil standardized aptitude tests; and scoring and profiling such tests by means of standardized rountine keys.

(38) Counselor trainees should participate in seminars devoted to professional problems, such as role definitions, professional statuses and standards, training requirements, ethics, and division of responsibilities in team efforts.

(39) Counselor trainees should be involved in field practicums in which they work cooperatively with sub-professional support personnel on vocational guidance of youth.

(40) When counselor trainees are sufficiently well prepared themselves, they should participate with counselor educators in the training of sub-professional personnel in technical vocational counseling and guidance competencies, such as those cited in the example above.

L. Guidelines in the Area of Research. It will be evident by now that throughout the preceding guidelines there is a frequent and recurring emphasis upon the development of counselors who are skilled doers and users of research, especially applied vocational guidance research. The study group, therefore, saw no need to add a special guideline on research. Many suggestions are presented in the Report by Study Group III on Research chaired by Dr. Henry Borow.

Work Group Report II

EXPECTED CHANGES IN VOCATIONAL ASPECTS OF COUNSELING

Chairman: Dr. Kenneth Hoyt

Introduction

Consideration of expected changes in counselor behaviors began with an analysis of some of the changes that might be anticipated in the characteristics of American society over the next several generations. These anticipated changes were related to likely resultant changes in the needs of individual students, and then to possible changes in the counselor role (or re-emphases of existing functions) to meet the new needs. The seven major categories of social change identified, corresponding individual needs, and possible relevant counselor behaviors are presented schematically and, necessarily, in fragmented form, in the accompanying Chart which appears on the following page.

The bulk of this report is concerned with a classification and analysis of counselor behaviors pertinent to vocational guidance and counseling. From the Chart it may be seen that these behaviors (or functions, or activities) have been divided into two major categories: those concerned with the relationship between the counselor and the individual counselee, and those concerned with the potential involvement of the counselor in the social environment of the counselee. Consequently this report is divided into two sections: the first dealing with the former and the second dealing with the latter category.

Several observations concerning this categorization need to be made at the outset. First, as in any classification, all things do not

ILLUSTRATIVE SOCIAL CHANGES	EXAMPLES OF ANTICIPATED INDIVIDUAL NEEDS	POSSIBLE RELEVANT VOCATIONAL COUNSELEE BEHAVIORS	
		Dealing With Individual Counselee	Dealing With Social Environment
1. Faster technological change	Need for flexibility, learning how to learn	Encouraging individual to develop reasoning skills, knowledge acquisition skills, sources of new information, re-training opportunities, etc.	Influencing curriculum, helping teachers define their role
2. Greater specialization (length of training period for some jobs)	Need for acquisition of some specific skills, evaluation of personal capabilities	Providing up-to-date accurate occupational information about personal capabilities soon enough and often enough	Encouraging industry, etc., to provide school with accurate information Counseling parents about capabilities of child
3. The part of a job that is different becomes smaller while commonality increases	Need for better general education - tool skills like math and reading become more important	Emphasizing importance of general education Providing information about continuing educational opportunities and cultural opportunities	
4. Social world becoming more complex (e.g. individual must learn to deal with more social roles	Need to acquire better social skills, more accurate self-perception, appreciation of other roles and relation of own to them, techniques for resolving role conflict	Providing information about personal characteristics Providing information about characteristics of occupation and social world; system of social stratification, help set realistic aspirations Providing information about different life styles	Providing access to new significant others, role models Utilizing peer groups

ILLUSTRATIVE SOCIAL CHANGES	EXAMPLES OF ANTICIPATED INDIVIDUAL NEEDS	POSSIBLE RELEVANT VOCATIONAL COUNSELEE BEHAVIORS	
		Dealing With Individual Counselee	Dealing With Social Environment
5. Structure of society is changing - e.g. urbanization, greater mobility, anonymity in organizations, life	Need to learn how to maintain personal identity, make best use of available resources	Helping individual to understand own drives and motivations Inculcating attitudes about dignity of work Providing information about cultural resources of community	Helping parents create stable family environment Providing contacts with social agencies
6. Social revolution - e.g. new emphasis on civil rights, equality of opportunity, etc.	Need to acquire knowledge about personal rights and how to get them	Providing information about sources of training in legal rights, justice procedures,	Field experience Contact with social agencies in community
7. Increasing role of government - e.g. public assistance programs, regulation of life, federal support programs	Need to learn how to be good citizen Utilize opportunities afforded by government programs	Providing information on citizenship responsibilities, how to fill out forms, etc.	Contact with relevant agencies

fit perfectly into a single, precisely defined category. Nor do separate counselor behaviors correspond perfectly with distinct social changes or individual needs -- considerable overlap exists as does imprecision of definition and categorization. Second, some gaps exist in our guesses about what kinds of counselor behaviors might appropriately be conceived to fill some of the individual needs mentioned; for example, what kinds of activities in the area of the counselee's social environment can be imagined to fill the individual's hypothesized increasing need for a better general education?

Third, it is apparent that not all aspects of the counselor's role in vocational development are represented in the model, and furthermore, the reader may wish to re-phrase or re-define many of those activities that are included. Fourth, it should be noted that many, if not most, of the counselor behaviors indicated are not new, indeed they have been part of the counselor's role since the inception of vocational counseling. Finally, no attempt has been made to order behaviors with respect to desirable points of emphasis although it is hoped that by putting these behaviors into a context that includes a categorization of related social changes, some hints in this direction may be derived.

The remainder of this report is an attempt to elaborate, refine, rephrase, and extend the list of counselor behaviors tentatively begun in the accompanying chart. Time pressures have limited our attempts to fully integrate the following material into the diagram and, indeed, it is not entirely clear whether such integration would be possible without drastic revision of the diagram in any case.

There was not universal agreement among members of the work group with respect to certain of the suggested counselor behaviors dealing with social environment. The basic area of disagreement lies in ways in which the counselor seeks to implement his functions as an active change agent in society. All members of the work group agree that the counselor should be an active change agent in society. Some would advocate that the counselor fulfill this function by actively intervening in the social environment of the individual counselee when opportunities for such involvement manifest themselves. Specifically, they feel that the counselor should be alert to opportunities to influence such things as employment practices, labor union policies, and practices of social agencies in behalf of the counselee to maximize his opportunity for vocational development. Others would view this function as not being met through active intervention. Rather, they would view this goal as being better met through the establishment and maintenance of effective working relationships between the school and various other segments of the community aimed at helping the vocational guidance efforts of the school become more valuable in meeting needs of individual students.

COUNSELOR BEHAVIOR WITH STUDENTS AFFECTING VOCATIONAL DEVELOPMENT

Introduction

This section has been written in order to illustrate the clear preference of the work group for continuing to regard direct contacts with students in both individual and group relationships as representing the prime operational means by which the school counselor performs vocational aspects of guidance.

In developing the list of counselor behaviors appearing below, an attempt has been made to specify desired school counselor changes which we believe should become common practice. In picturing such behavior as desired "changes", the group recognizes and applauds the fact that some practising school counselors have already implemented these changes in their practices.

The reason for listing these changes, then, does not lie in their complete absence in current practice. Rather, our reasons stem from the fact that too few counselors engage in these behaviors now. It is hoped that the following list will serve as a means of helping practising school counselors engage in the kinds of thoughtful study of self which may hold potential for helping them decide to change their own behavior.

These behaviors have been formulated around two basic assumptions regarding goals of school counselors. (1) The over-riding goal is to help students change and not to change students; and (2) students are helped best when they are helped to help themselves.

Counselor Behaviors

The counselor behaviors we believe to be of crucial importance at this time include:

1. Assist each student in formulating an educational-vocational plan to be pursued upon leaving the secondary school.
    a. Assist each student in knowing the bases for the plans he has formulated.

b. Assist each student in accepting personal responsibilities for his plans.

c. Assist each student in learning of a reasonable alternative in the event he find himself unable to implement his plans. (As an example of this, it is important for those students planning to attend college -- half of whom will probably never graduate.)

2. Discuss openly and directly with students concepts of delayed need gratification in vocational decision-making.

3. Discuss alternatives with students involving probability statements regarding expected educational-vocational experiences appropriate to norm groups similar to those with whom they expect to compete.

4. Help students plan vocational-educational choices more in terms of opportunities than in terms of limitations.

a. Discover what might be possible rather than reflect on what appears impossible

b. Help each student discover the kinds of opportunities and self-understandings which reflect the "best" choices for him

c. Help each student realize that compromise is, in truth, a normal and expected part of vocational development

5. Be concerned and knowledgeable about post-high school training and educational opportunities at all levels and in a variety of settings in addition to those in colleges and universities and help students become aware of and discover such information.

6. Help each student see himself as a worthy and worthwhile person in his own right and to view his vocational development as a positive way of implementing these concepts.

7. Help each student realize and accept education as a lifelong process and to plan accordingly some next steps for implementing this concept.

8. Help each student regard his plans and choices as developmental rather than corrective for him.

9. For those students who, at the outset, are not receptive to counseling procedures, provide access to alternatives such as concrete work experiences in order to establish a relationship with the student which will facilitate his subsequent reintegration into the counseling process.

COUNSELOR BEHAVIOR IN EFFECTING ENVIRONMENTAL CHANGE AS A MEANS OF FURTHERING VOCATIONAL DEVELOPMENT OF INDIVIDUAL STUDENTS

Introduction

One of the major objectives of counseling is to facilitate the vocational development of the individual student. Although the counselor uses a variety of methods to achieve this goal, his major tool is the one-to-one relationship of the counselor and counselee. The time spent in this relationship at best can only be minimal in the average school, and it is infinitesimal compared to the time that the student spends in the classroom, in school, in his home and in his community. What happens to the counselee in these environments will have far-reaching effects on his vocational future.

It is our conviction, therefore, that the counselor needs to become concerned and actively involved in achieving environmental change that is conducive to the vocational development of his counselees in addition to his regular counseling duties.

We realize that many counselors have neither the time nor the professional competence to adequately discharge all of the responsibilities recommended in this paper. We also recognize the likelihood that counselors may run the risk of further diluting their efforts in the vocational aspects of counseling if they become actively involved as agents of social change. But we do believe that only through intervention at various points in the students' total social environment can the counselor maximize the opportunities for vocational development of the students he counsels.

Implicit in this recommendation are the assumptions that:

1. Social factors are of at least equal importance with personal ones in vocational development;
2. Access to opportunity for training, higher education and employment will be enhanced, particularly for the disadvantaged, as desirable environmental change occurs; and
3. Environmental change is needed by, and will be beneficial to, students in all socio-economic strata of our society.

Counselor Behaviors

I. Present Environment of Counselee

   A. Home and Family - encourage parental involvement in the vocational development of children

1. Conferences to provide parents with information about their children as well as about occupational opportunities and to obtain information about children.

2. Home visits to gain better understanding of the impact of home environment upon vocational development of child.

3. Possibly serve as parental substitute or help to find such a substitute when necessary.

B. Peers - make better use of peer groups as active influences in vocational development

1. Identify and work with existing peer groups

2. Attempt to change behaviors and attitudes of particular groups and individuals by modifying the influence of their peer group on them.

C. School Environment

1. Analyze school as a social system with the goal of using the social system in vocational development. Fox example:

a. Utilize effect of tracking systems on development of vocational attitudes

b. Manipulate patterns of communication among various groups within the school.

c. Encourage the development of extracurricular activities which will enrich the vocational awareness of pupils.

d. Seek to have represented in the value structure of the school, including both faculty and students, acceptance for the value and dignity of all types of work

2. Make use of the teacher-pupil relationship as a means for furthering vocational development

   a. Help teachers identify and emphasize vocational implications of each subject

   b. Encourage teacher to serve as vocational role model for student

3. Role of curriculum in vocational development

4. Work for more adequate financial support for the school and specifically for the counseling program as herein defined

D. Community

1. Recognize physical and cultural characteristics of the community with the aims of at least understanding the impact of these characteristics on the individual pupil, and, if possible, participant in efforts to modify them in ways that would further the vocational development of individuals living in the community

2. Identify significant reference figures in the community (e.g., policeman on beat, local businessman, priest, or professional person, etc.) and involve such individuals actively in the vocational development of pupils

3. Establish contact with existing social institutions and agencies within the community (for example, religious groups, social service agencies, job corps programs, service clubs and fraternal organizations, recreational agencies) for the purpose of providing information, services and support in the vocational development of students

4. Attempt to develop an understanding of the characteristics of other neighborhoods and, where possible, attempt to broaden the horizons of counselees through exposure to varying community environments

II. Future Environment of the Counselee

   A. Social responsibilities in the field of employment

      1. Attempt to change employers' hiring requirements and practices where opportunities arise to correct unfair and unrealistic policies

      2. Attempt to change union requirements and practices where opportunities arise to correct unfair and unrealistic policies

   B. Social Responsibilities in the Field of Citizenship - encourage the counselee to participate responsibly in the political process of his community and nation

CONCLUDING STATEMENT

These are regarded (with the one major disagreement noted earlier) as essential functions in vocational aspects of guidance for the school counselor of the future. No attempt has been made to divide the counselor's total job function in terms of proportion of time devoted to one task as compared with others. In order that these functions can be implemented, many more and much better qualified school counselors will be needed.

Work Group Report III

NEEDED RESEARCH IN VOCATIONAL ASPECTS OF COUNSELOR EDUCATION
Chairman: Dr. Henry Borow

Introduction

Objectives

While Work Group III believes that implications for research are to be found in each of the five objectives established for the Conference, it was the consensus of the group that two were particularly related to research. Owing to the limitations of time, the decision was reached to deal primarily with these two objectives. They are:

> To suggest formats, procedures, and techniques, including evaluation, for counselor education projects in the vocational aspects of guidance and counseling.
>
> To identify needed research in evaluating various methods of teaching vocational aspects of counselor education.

Work Group III took as its aim the task of drawing up a list of illustrative research and development problems related to the foregoing conference objectives. It should be noted that, early in their deliberations, members agreed that any separation between research in counseling, on the one hand, and research in counselor education, on the other, was arbitrary and unduly restrictive. Therefore, the series of illustrative research studies which was drawn up includes examples of both counseling research and counselor education research. Each instance of research on counseling per se, the group believes, contains clear implications for research in counselor education.

Procedures

Research illustrations were derived from a list of twelve kinds of counselee (student) behaviors which the group believed to be appropriate and significant outcomes of effective vocational guidance. The list of behaviors is presented in the Appendix to this report. The working process followed by the group involved the following steps:

1. Desirable counselee behaviors related to vocational development were identified. (see Appendix)
2. Examples of related counselor behaviors (skills, techniques, understandings) were identified for each of the twelve kinds of resultant counselee behaviors. (Since the explicit functions of the counselor were closer to the central concerns of the other work groups, examples of related counselor behaviors discussed by Work Group II are not included in the present report.)
3. Hypothetical research problems related to the examples of counselor behaviors were developed. Attention was given to developing both counseling research and counselor education research.

Time limitations were severe, and the group wishes to emphasize that the research problems which follow are illustrative only. They are in no way intended to serve as a comprehensive statement of research needs. At the same time, the group considers the problems appearing on the list as being particularly current and important to the vocational guidance aspects of counselor education. The order of listing does not imply a priority of research importance.

VOCATIONAL ASPECTS OF COUNSELOR EDUCATION: ILLUSTRATIVE RESEARCH PROBLEMS

Comparative effects on counselor knowledge and practices involving the use of educational-occupational information when such information is taught to counselors via the traditional lecture-and-reading media vs. new education media (e.g., closed-circuit TV, programmed instruction)

The relation of counselor's socioeconomic background to knowledge of occupations, to occupational attitudes, and to personal values. Related Study: Effect of counselor's social biases upon selected counseling practices (e.g., relative emphasis devoted to college-bound vs. non-college-bound students)

Comparative effects of selective (differential) student experiences (e.g., part-time job, parent's occupation, history of parental unemployment, psycho-social climate of the particular school) upon indicators of vocational development (e.g., occupational knowledge, vocational aspirations, strength of career planning motivation)

The effects of counselor educators' attitudes and values on the occupational attitudes and values of their trainees

Development and evaluation of various techniques for attitude change in counselor trainees (e.g., attitudes toward different subcultures, attitudes toward occupations of different prestige rankings)

Construction and testing of techniques for changing parental attitudes that inhibit vocational development in youth (e.g., techniques to modify the degree of restriction on child's range of experiences and choices, such as choice of curriculum, part-time job, post-high school training program)

Development and evaluation of models for use with students in acquiring decision-making skills

Development and evaluation of techniques for sensitizing students to the use of representative adolescent life experiences (e.g., peer group relations, class projects, out-of-school paid work, hobbies) as reality testing experiences

Comparison of vocational maturity status of counseled youth with outside work experience vs. non-counseled youth with outside work experience

Development of innovative methods of counselor preparation in non-school settings and comparative evaluation of these methods in terms of counselor behavioral outcomes (e.g., industrial internship, community workshops, short-term counseling internship experience in community and government agencies)

Influence of training in testing (e.g., test selection and interpretation, use of test profiles, etc.) upon the counselor's performance when counseling on vocational matters

Additive effects of increments of information on the process by which students reach educational and vocational decisions (e.g., How much information is necessary before a student is ready to make a commitment at a given choice point?)

Personal history variables and personal trait variables of counselors as correlates of the rated quality of counseling performance and persistence in the counseling profession. Related Study: Amount and nature of counselor's previous occupational experience (non-counseling experience) as related to effectiveness of vocational counseling skills

Additional studies in the development and improvement of measures of vocational development and maturity (e.g., Crites' Vocational Development Inventory, Gribbons and Lohnes' Readiness for Vocational Planning Scales)

Comparative effectiveness of various types of social reinforcers (e.g., praise, prizes) in establishing such achievement-oriented behavior as remaining in school, remaining in vocational training program, trying part-time job

Descriptive (normative) study of how counselors maintain communication with the ongoing profession (e.g., information contacts with other counselors, self-study, reading professional journals, attending professional meetings in-service training experiences, membership in professional societies, summer school, government subsidized institutes). Related Study: Effects of different patterns of active professional involvement on counselors' career patterns

Development and evaluation of simulated practicum activities in counselor education

Development and evaluation of resource systems for educational and occupational information. System design and development to include such variables as information flow, presentation modes, physical location, and input/output requirements. Systems to be evaluated in terms of such considerations as ease of maintenance, effectiveness of communication, accuracy, timeliness, and cost. Related Study: Development and evaluation of teaching methods and materials for informational resource systems

APPENDIX

Vocationally Relevant Behaviors Desired for Youth

1. Appreciation of work as a valued and enduring social institution ("work" broadly conceived).
2. Acceptance of the responsibility for one's vocational planning.
3. Knowledge of educational and vocational resources.
4. Understanding and acceptance of significant data about self.
5. Understanding of the kinds of data required for self-appraisal.
6. Understanding and use of resources to maximize self-potential.
7. Understanding the inter-relatedness of occupations (e.g., job family concept).
8. Understanding of occupation as a major determinant of life style (e.g., occupation as a way of life).
9. Ability to perceive and accept life experiences as reality testing.
10. Awareness of consequences of decisions and the disposition to accept them.
11. Awareness of decision-making as a chain process.
12. Ability to deal selectively with the environment by modifying it or adapting to it, as circumstances require.

REFERENCES

1. Brayfield, A. H. Research on vocational guidance: status and prospect. Part I. In H. Borow (Ed.), *Man in a world at work*. Boston: Houghton Mifflin, 1964. Pp. 310-323.
2. Brayfield, A. H. Vocational counseling today. In E. G. Williamson (Ed.), *Vocational counseling: a reappraisal in honor of Donald G. Paterson*. Minnesota Studies in Student Personnel Work, No. 11. Minneapolis: University of Minnesota Press, 1961. Pp. 22-58.
3. Super, D. E. *The psychology of careers*. New York: Harper & Brothers, 1957, Chapter 5.
4. Form, W. H. & Miller, D. C. Occupational career pattern as a sociological instrument. In S. Nosow & W. H. Form (Eds.), *Man, work, and society*. New York: Basic Books, 1962. Pp. 287-297.
5. Super, *The psychology of careers*, Chapter 5.
6. Super, D. E., *et. al.*, Vocational development: *a framework for research*. New York: Bureau of Publications, Teachers College, Columbia University, 1957.
7. Super, *The psychology of careers*, Chaps. 8 and 9.
8. Slocum, W. L. Occupational and educational plans of high school seniors from farm and non-farm homes. *Bulletin* 564, Washington Agricultural Experiment Stations, State College of Washington, February 1956.
9. Murphy, Lois B. *The widening world of childhood: paths toward mastery*. New York: Basic Books, 1962.
10. McClelland, D. C. *et. al.*, *The achievement motive*. New York: Appleton-Century-Crofts, 1953.
11. Rosen, B. C. The achievement syndrome: a psychological dimension of social stratification. *Amer. Sociol. Rev.*, 1956, 21, 203-211.
12. Gunn, B. Children's conceptions of occupational prestige. *Personn. Guid. J.*, 1964, 42, 558-563.
13. Nelson, R. C. Knowledge and interests concerning sixteen occupations among elementary and secondary school students. *Educ. Psychol. Measmt.*, 1963, 23, 741-754.
14. Ginzberg, E. *et. al.*, *Occupational choice*. New York: Columbia University Press, 1951.

15. Slocum, Occupational and educational plans of high school seniors from farm and non-farm homes.

16. O'Hara, R. P. & Tiedeman, D. V. The vocational self-concept in adolescence. *J. counsel. Psychol.*, 1959, 6, 292-301.

17. Schmidt, J. L. & Rothney, J. W. Variability of vocational choices of high school students. *Personn. Guid. J.*, 1955, 34, 142-146.

18. Super, D. E. & Overstreet, P. L. *The vocational maturity of ninth-grade boys*. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

19. Crites, J. O. A model for the measurement of vocational maturity. *J. counsel. Psychol.*, 1961, 8, 255-259.

20. Crites, J. O. Research on vocational guidance: status and prospect. Part II. In H. Borow (Ed.), *Man in a world at work*. Boston: Houghton Mifflin, 1964. Pp. 324-340.

21. Gribbons, W. D. & Lohnes, P. R Predicting five years of development in adolescents from readiness for vocational planning scales. *J. educ. Psychol.*, 1965, 56, 244-253.

22. Gribbons, W. D. & Lohnes, P. R. Shifts in adolescents' vocational values. *Personn. Guid. J.*, 1965, 44, 248-252.

23. Super & Overstreet, *op. cit.*

24. Nelson, *op. cit.*

25. Survey Research Center Staff, Institute for Social Research, University of Michigan. *A study of adolescent boys*. New Brunswick, New Jersey: Boy Scouts of America, 1955.

26. O'Dowd, D. D. & Beardslee, D. C. College student images of a selected group of professions and occupations. *Cooperative Research Project* No. 562 (8142), United States Office of Education, Department of Health, Education, and Welfare, April 1960.

27. Small, L. Personality determinants of vocational choice. *Psychol. Monogr.*, 1953, 67(1), 21.

28. Slocum, *op. cit.*

29. Wilson, M. D. The vocational preferences of secondary modern school children: Part VI. The development of a realistic attitude to vocations. *Brit. J. educ. Psychol.*, 1953, 23, 163-179.

30. Slocum, W. L. & Empey, LaMar. Occupational planning by young women. *Bulletin* 568, Washington Agricultural Experiment Stations, State College of Washington, 1956.

31. Wilson, *op*. *cit*.

32. Krumboltz, J. D. & Varenhorst, B. Molders of pupil attitudes, *Personn*. *Guid*. *J*., 1965, 43, 443-446.

33. U. S. Department of Labor. *Manpower*: *challenge of the 1960's*. Washington, D. C.: U. S. Government Printing Office, 1960.

34. President's Commission on the Status of Women. *American Women*. Washington, D. C.: U. S Government Printing Office, 1963.

35. Midwest Regional Pilot Conference. "New Approaches to Counseling Girls in the 1960's." Report of the conference held at University of Chicago, February 26-27, 1965.

36. Roe, A. Early determinants of vocational choice. *J*. *counsel*. *Psychol*., 1957, 4, 212-217.

37. Roe A. Personality structure and occupational behavior. In H. Borow (Ed.), *Man in a world at work*. Boston; Houghton Mifflin, 1964, Pp. 196-214.

38. Holland, J. L. Some explorations of a theory of vocational choice: I. One-and-two year longitudinal studies. *Psychol*. *Monogr*., 1962, 76, No. 26.

39. Holland, J. L. Explorations of a theory of vocational choice and achievement: II. A four-year prediction study. *Psychol*. *Rep*., 1963, 12, 547-594.

40. Getzels, J. W. & Jackson, P. W. Occupational choice and cognitive functioning: career aspirations of highly intelligent and highly creative adolescents. *J*. *abnorm*. *soc*. *Psychol*., 1960, 61, 119-123.

41. Brayfield, Research on vocational guidance: status and prospect. Part I.

APPENDIX A

PARTICIPANT LIST

Conference On Vocational Aspects of Counselor Education
December 12-15, 1965

Dr. George E. Arnstein, Director
Manpower And Talent Clearing House
(MATCH)
National Education Association
1201-16th Street, N. W.
Washington, D. C. 20036

Dr. Melvin L. Barlow, Director
Division of Vocational Education
University of California
Los Angeles, California 90024

Dr. Henry Borow
Professor of Psychological Studies
General College
University of Minnesota
Minneapolis, Minnesota 55455

Mr. Gene Bottoms
State Supervisor
Vocational Guidance
State Department of Education
Division of Vocational Education
Atlanta, Georgia 30334

Mr. Lowell Burkett
Assistant Executive Secretary
American Vocational Association
1025-15th Street, N. W.
Washington, D. C.

Dr. Paul I. Clifford
Professor of Educational
Psychology
Atlanta University
Atlanta 14, Georgia

Mr. Eli E. Cohen
Executive Secretary
National Committee on Employment
of Youth
145 East 32nd Street
New York, New York

Dr. Theodore Cote
Director of Professional Services
Vocational Division
State Department of Education
Trenton, New Jersey

Dr. David A. Goslin
Associate Sociologist
Russell Sage Foundation
230 Park Avenue
New York, New York

Dr. Kenneth Hoyt
Professor of Education
College of Education
University of Iowa
Iowa City, Iowa

Dr. Hubert Houghton
Guidance and Counseling Section
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C.

Dr. Martin Katz
Assistant Director
Evaluation and Advisory Service
Educational Testing Service
Princeton, New Jersey 08540

Dr. Sar A. Levitan
W. E. Upjohn Institute for
Employment Research
Suite 905
1101-17th Street, N. W.
Washington, D. C. 20036
(Absent due to illness)

Dr. Walter M. Lifton, Coordinator
Pupil Personnel Services
City School District
13 Fitzhugh Street South
Rochester 14, New York

Dr. John W. Loughary
Associate Research Professor
Teaching Research Division
University of Oregon
Eugene, Oregon

Dr. Carroll H. Miller
Department of Education
Northern Illinois University
DeKalb, Illinois 60115

Dr. Mary Ellen Oliverio
Business Education Department
Teachers College
Columbia University
New York, New York

Dr. Philip Perrone
Associate Professor of Education
Counseling and Behavioral
Sciences Department
University of Wisconsin
Madison, Wisconsin

Mr. Ralph E. Peterson
Executive Secretary
Department of Ministry
National Council of Churches
475 Riverside Drive
New York 27, New York

Dr. Eldon E. Ruff, Director
Project Step
South Bend Training for
Employment Program
Neighborhood Youth Corps
115 North William Street
South Bend, Indiana 46601
(On leave: Director of Guidance
South Bend City Schools
South Bend, Indiana

Dr. Harry Smallenburg, Director
Division of Research and Guidance
Los Angeles County Schools
155 West Washington Boulevard
Los Angeles, California

Dr. David W. Stevens
Institute for Research on
Human Resources
The Pennsylvania State University
411 Boucke Building
University Park, Pennsylvania 16802

Dr. Merle E. Strong
Assistant Director
Program Services
Division of Vocational and
Technical Education
Bureau of Adult and Vocational
Education
U. S. Office of Education
Washington, D. C.

Dr. Robert W. Stoughton, Chief
Bureau of Pupil Personnel and
Special Educational Services
State of Connecticut
State Department of Education
P. O. Box 2219
Hartford, Connecticut

Dr. R. Wray Strowig
Associate Professor of Education
Counseling and Behavioral
Sciences Department
University of Wisconsin
Madison, Wisconsin

Dr. Franklin R. Zeran, Dean
School of Education
Oregon State University
Corvallis, Oregon 97331

OBSERVERS:

Mr. Paul E. Behrens
California Testing Bureau
Guidance and Evaluation Consultant
1866 Field Road
Charlottesville, Virginia 22903

Miss Frieda Denenmark
Research Specialist
Educational Resources Development Branch
Division of Adult and Vocational Research
U. S. Office of Education
Washington, D. C.

STAFF:

Dr. Carl McDaniels
Project Director
The George Washington University

Mr. Gerrit TenBrink
Administrative Assistant
The George Washington University

Miss Donna Koltes
Conference Secretary
The George Washington University

APPENDIX B

WORK GROUP I

Guidelines For Curricula Supplementation In Vocational Aspects of Counselor Education

Chairman
Dr. R. Wray Strowig

Participants
Dr. Eldon E. Ruff
Dr. Robert W. Stoughton
Mr. Ralph E. Peterson
Dr. David W. Stevens
Dr. Hubert Houghton
Dr. Melvin L. Barlow
Dr. Mary Ellen Oliverio
Dr. Franklin R. Zeran

WORK GROUP II

Expected Changes In Vocational Aspects of Counseling

Chairman
Dr. Kenneth Hoyt

Participants
Dr. Harry Smallenburg
Mr. Gene Bottoms
Dr. David Goslin
Dr. Paul I. Clifford
Mr. Lowell Burkett
Mr. Eli E. Cohen
Dr. George E. Arnstein

WORK GROUP III

Needed Research In Vocational Aspects of Counselor Education

Chairman
Dr. Henry Borow

Participants
Dr. Martin Katz
Dr. Walter M. Lifton
Dr. Theodore Cote
Dr. Philip Perrone
Dr. Carroll H. Miller
Dr. Merle E. Strong
Dr. John W. Loughary
Mr. Paul E. Behrens

APPENDIX C

SUNDAY

2:00-4:00 p.m.
Alumni Lounge, 2000 H Street, N.W., Washington, D.C. Transportation to the Airlie House
6:00-7:00 p.m.
Reception ________ Studio Room
7:00 p.m.
Dinner ________ Airlie Room
8:15 p.m.
First General Session ____ Studio Room
Greetings from The George Washington University. Francis N. Hamblin, Dean, School of Education
Conference Overview
Carl McDaniels, Project Director
Conference Challenge–Counseling: Is It Fit To Survive? David Bushnell, Director, Division of Adult and Vocational Research, U.S. Office of Education

MONDAY

8:00 a.m.
Breakfast ________ Airlie Room
9:00-10:00 a.m.
Second General Session ____ Studio Room
Implications of Recent Manpower Legislation for Counselors–by Dr. Theodore Cote
10:00-10:30 a.m.
Coffee Break
10:30-12:00 a.m.
First Work Group Meetings
Group I ________ Foxes Den
Guidelines for Curricula Supplementation in Vocational Aspects of Counselor Education
Group II ________ Walnut Room
Expected Changes in Vocational Aspects of Counseling
Group III ________ South Room
Needed Research in Vocational Aspects of Counselor Education
12:00-1:30 p.m.
Lunch ________ Airlie Room
1:30-4:00 p.m.
Second Work Group Meetings
4:00-6:00 p.m.
Recreation (Free Time)
6:00-7:15 p.m.
Dinner ________ Airlie Room
7:15-8:30 p.m.
Third General Session ____ Studio Room
Survey of Current Training Approaches, Format Materials and Curriculum Content in Vocational Aspects of Counselor Education–by Dr. R. Wray Strowig and Dr. Philip A. Perrone
Some Proposed New Developments in Vocational Aspects of Counselor Education–by Dr. John W. Loughery

TUESDAY

8:00 a.m.
Breakfast ________ Airlie Room
9:00-10:00 a.m.
Fourth General Session ____ Studio Room
Digest of Research in Vocational Development as Related to Vocational Aspects of Counselor Education–by Dr. Henry Borow
Needed Competencies in Vocational Aspects of Counseling–by Dr. Kenneth Hoyt
10:00-10:30 a.m.
Coffee Break
10:30-12:00 a.m.
Third Work Group Meetings
12:00-1:15 p.m.
Lunch ________ Airlie Room
1:30-4:00 p.m.
Fourth Work Group Meetings
4:00-6:00 p.m.
Recreation (Free Time)
6:00-7:15 p.m.
Dinner ________ Airlie Room
7:30-8:30 p.m.
Fifth Work Group Meetings (Finalize Reports)

WEDNESDAY

8:00 a.m.
Breakfast ________ Airlie Room
9:00-10:00 a.m.
Fifth General Session–Work Group Reports
Studio Room
10:00-10:30 a.m.
Coffee Break
10:30-12:00 a.m.
Fifth General Session (Continued)
Studio Room
12:00-1:15 p.m.
Lunch ________ Airlie Room
1:15-2:00 p.m.
Conference Summary ____ Studio Room
2:00 p.m.
Adjourn